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The  
NORTH CAROLINA SCHOOL  
FOR THE DEAF


At Morganton

1894-1944



The Education of the Deaf  
*in*  
North Carolina

1845 - 1945



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NORTH CAROLINA SCHOOL  
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The Education of the Deaf  
*in*  
North Carolina

1845 - 1945

By  
Otis A. Betts

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The Profile on the Front Cover is  
W. D. Cooke  
First Superintendent of the North Carolina  
School for the Deaf and Dumb and the Blind  
Raleigh, 1845-1858

(Drawn by Mrs. Anne Boger Starrett  
Teacher in The North Carolina  
School for the Deaf)



Printed by the  
Classes In Printing  
North Carolina School for the Deaf  
1945



*Dedicated*

*to*

*"The Old Boys and Girls"*

*Whose Lives Demonstrate*

*The Wisdom of the*

*Founders of the School.*



MAIN BUILDING  
North Carolina School for the Deaf, Morganton, N. C.

## *A Tribute*



*(Formally authorized by motion of the Board of Directors)*

This volume is a labor of love! But it is far more because it is the result of a life time dream on the part of its author.

Nor is this all, for this narrative tells a complete story, never before told, of North Carolina's answer to a fundamental human challenge and to a genuine human need.

It is the thrilling work of a devoted man who knows the facts, who tells well a stirring story in which he has had a part during many useful and helpful years.

We, his fellow Directors of the North Carolina School for the Deaf, salute with loving pride, the author, our faithful colleague:

O. A. BETTS, Writer, Student and Historian.

HOWARD E. RONDTHALER

Done in the month of April 1945





R. GREGG CHERRY  
GOVERNOR OF NORTH CAROLINA



## Foreword

To the boys and girls who have been educated in the North Carolina School for the Deaf, at Morganton, to those who have served the School in any capacity whatsoever, and to the citizens of our State as a whole, we feel that the time has come to make a permanent record of the leading historical events which have taken place within the half-century of its existence, 1894-1945.

In order to acquaint our readers with the early attempts and accomplishments of our predecessors and to coordinate the records covering the entire century, our first section is devoted to the essential facts of the period from 1845 to 1945.

The early struggle, the gradual and yet successful progress of the School is an open book in this State and a heritage of which the deaf and the staff members may justly be proud. The School has had difficulties and problems, but neither have diverted its course from its obligation to the State, or duty to the class for whose best physical, mental and moral development the School was founded.

No history of the Morganton School for the Deaf would be complete without a biographical sketch of its founder, the late Dr. E. McKee Goodwin, whose indefatigable labor, indomitable courage and outstanding ability carried the school through many vicissitudes of fortune to the high place it now holds in the annals of the education of the deaf. Therefore, we have devoted a considerable section of this story of the School to testimonials of many of Dr. Goodwin's friends and associates, gleaned from recorded documents covering more than fifty years of his labors in behalf of the deaf.

To the deaf of the State who have passed through the hospitable walls of the school to take their places as self-reliant citizens, and to all those who come after them, this history will, no doubt, prove a storehouse of valuable information and inspire their gratitude for an institution that does so much for their welfare and their happiness.

The data for this history was obtained from the records of the State Department of Archives and History, official records and reports of the School, transcriptions from the School paper, *The Deaf Carolinian*, formerly *The Kelly Messenger*, Annual Reports of Gallaudet College, The Volta Bureau, *The State*, a *Weekly Survey of North Carolina*, and from members of the School staff and Board of Directors. Every effort was made not to delete any detail of interest or value.

My thanks are especially due to Dr. Carl E. Rankin, Superintendent, and Mrs. Pattie Thomason Tate, Principal, for their cooperation and contributions, and to Mr. Odie W. Underhill, Vocational Director of the School, who collaborated in the editing; to Mr. George K. Brown and his

classes in printing who printed the history; to Mr. John R. Sawyer, a member of the faculty of the State School for the Blind for important facts concerning the period from 1845 to 1894. Mr. Sawyer is engaged in writing a complete history of the education of the Blind in the State as a Master's thesis in the department of education of the University of North Carolina. Thanks are also due to *The Charlotte Observer*, *The News and Observer*, *The Morganton News-Herald*, to Mr. James W. Butler, Secretary of the Goldsboro Chamber of Commerce, and to others who aided me in the compilation.

March 20, 1945.

OTIS A. BETTS

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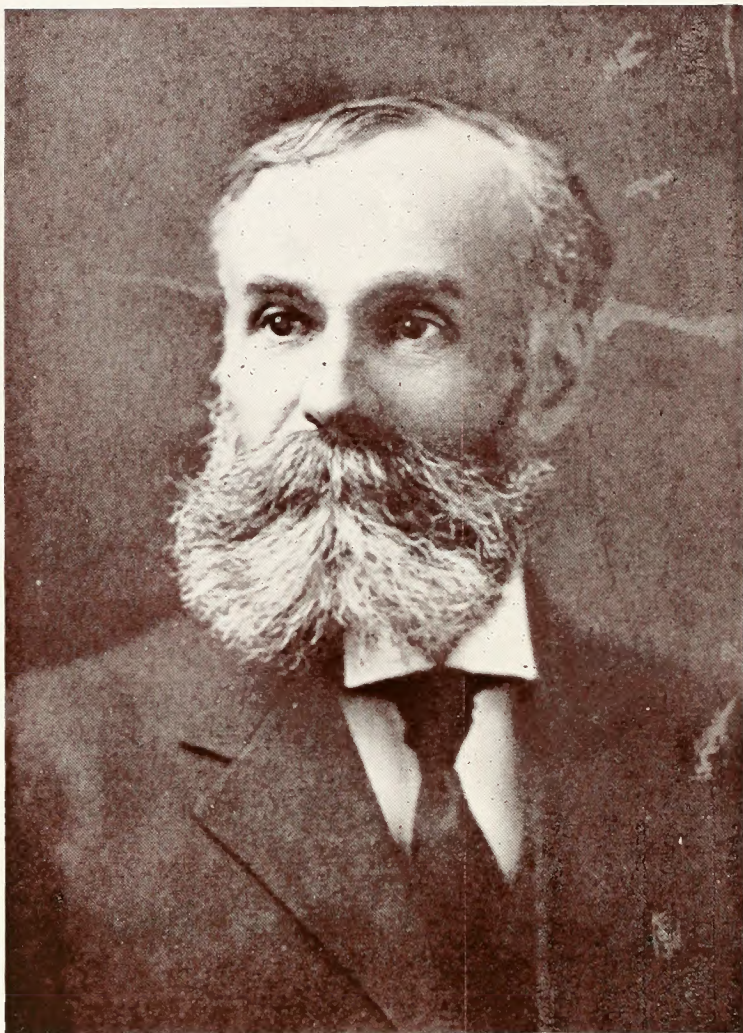
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PART I

The  
North Carolina School for the Deaf  
and the Blind at Raleigh  
1845 - 1894



EDWARD MCKEE GOODWIN  
1859-1937

Superintendent of the State School for the Deaf  
at Morganton, 1892-1937

# History of Administration

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ORIGINAL BUILDING IN RALEIGH  
Erected in 1848



# Establishment of the First School

## EARLY PROVISIONS FOR THE EDUCATION OF THE DEAF AND THE BLIND IN NORTH CAROLINA

Any story of the Morganton School without, at least, a review of the influences leading up to the earliest provision for the education of the deaf and the blind in North Carolina would make an incomplete picture of the general scheme for this specialized form of education covering a "century of growth" from 1845 to 1945.

In a recent volume edited by Katherine Crichton Alston Edsell, Librarian, State School for the Blind and the Deaf, at Raleigh, in celebration of the ONE HUNDREDTH ANNIVERSARY of the State School for the Blind and the Deaf, a more comprehensive account of the early efforts of this branch of the general educational system is given.

Quoting from a sketch by R. C. Lawrence in a recent issue of THE STATE, we have the following interesting facts: "Here in Carolina, back of the education of the deaf and the dumb and the blind, are two colossal figures in the life of our state: Archibald DeBow Murphy, father of our public school system; John M. Morehead, builder of a commonwealth." As far back as 1816 Archibald D. Murphy included "An Asylum for the Deaf and Dumb" as a part of his comprehensive scheme for a public school system. Inspired by the work of the famous Gallaudet, there was organized a Society for the Institution of the Deaf and Dumb, with the Governor as president. President Joseph Caldwell of the University addressed the Legislature, pleading for an appropriation for this cause, but nothing resulted save the granting of a bare charter for the society. In 1830 there were 273 deaf mutes, and 372 blind in the State. Governor Morehead included the Deaf, Dumb and the Blind in his plans for the handicapped in 1842.

"These figures enlisted the support of the powerful *Raleigh Register*, and Editor Gales urged state support for such a school, but it was yet more than a decade before anything concrete was done. In 1841 John Motley Morehead became Governor, and in 1842 his message to the legislature recommended the establishment of schools for the Blind as well as for the Deaf and Dumb. The Legislature was deaf to his recommendation.

## W. D. COOKE STAGES A CLASS DEMONSTRATION

"Governor Morehead was never defeated in any purpose once he made up his mind to go ahead. Having been in one battle he prepared for another in a different way. In 1843 he had a lengthy correspondence with W. D. Cooke, principal for a private School for the Deaf and Dumb at Staunton, Virginia. Not waiting for the Legislature to meet, the Governor laid this correspondence before the first influential body which came along,

this chancing to be the Presbyterian Synod, which heartily endorsed his suggestion. The Governor was moulding public sentiment. He had yet other ammunition in reserve. Having tried a simple message on the legislature and failed, he resorted to a most resourceful expedient. He had W. D. Cooke to come to Raleigh from Staunton and bring with him a number of his pupils, who staged a demonstration before the legislature, proving what such pupils could be trained to do."

### THE GENERAL ASSEMBLY ACTS FAVORABLY, CHAPTER 37, ACTS OF 1844

This satisfied those who doubted and the General Assembly in Chapter 37, Acts of 1844, enacted that: "Provision shall be made for the education and maintenance of the poor and destitute Deaf and Dumb and the Blind," appropriating \$5,000 annually for five years from the State Literary Fund, which had been created in 1836 for this purpose. The act gave this Literary Fund broad authority either to employ teachers and open schools in this State, or to send the pupils to institutions in other states, and required counties from which such pupils came to provide \$75.00 annually for each destitute deaf and dumb or blind person who should be chosen by the Literary Board for education.

### THE FIRST PERMANENT SCHOOL FOR THE DEAF IN AMERICA AT HARTFORD, CONNECTICUT

This first real step was the culmination of quite an early movement to provide such a school. Rev. Thomas H. Gallaudet of Hartford, Conn., was the pioneer in the United States in this very important matter, the education of the deaf. In 1817 his attention was attracted to a deaf daughter of Dr. Cogswell of Hartford and he went to Europe to get first hand information as to the best methods of teaching. He did not find it in England but in Paris, in the "Royal Institution for the Deaf," which showed him special courtesies and from which he secured a graduate pupil of great ability. The latter, Laurent Clerc, came with Mr. Gallaudet to Hartford, where the first school for the persons then called deaf-mutes (now simply the deaf) in the United States was established in 1818. The North Carolina School, opened May 1, 1845, in rented quarters, and was the ninth in the United States to be provided, in the order of foundation.

### THE NORTH CAROLINA SOCIETY MEMORIALIZES CONGRESS FOR A GIFT OF PUBLIC BONDS

In 1828 the North Carolina Society for securing an "Asylum for the Deaf and Dumb" had been organized at Raleigh, and was given a charter by the General Assembly. It chose as its president Governor James Iredell. It sent its charter, together with a "Memorial," that year to Nathaniel



Macon, one of the United States Senators from this State, praying him to lay them before Congress. In this document it was set out that in the United States there was one deaf person to every 2000 population, and that on this basis there were 400 in North Carolina. Congress was asked to make a gift of the Public Lands, so that the allotment could be sold and the proceeds applied to this purpose. This request was not granted.

Copy of a Bill, (S. 68), from the Committee on Public Lands, reported in the Senate of the United States, 20th Congress, 1st Session, January 23, 1828, by Senator Barton, which was passed to a second reading—

1. Be it enacted by the Senate and House of Representatives
2. of the United States of America, in Congress assembled, That
3. there be granted to "North Carolina Institution for the
4. Instruction of Deaf and Dumb," one township of land, excepting
5. Section numbered sixteen for the use of schools therein, to be
6. located, under the direction of the Secretary of the Treasury,
7. in one of the Territories, on lands to which the Indian title
8. shall have been extinguished, and the sale of which is author-
9. ized by law, and conformably to the lines of the public surveys
10. and the said institution shall sell the said lands within five
11. years from the passage of this act, and forever apply the pro-
12. ceeds thereof to the education of indigent deaf and dumb per-
13. sons. 14 (Passed third reading in Senate. 15)

A similar bill was presented in the House of Representatives and passed the second reading. The bill failed of passage (House) the next session, nor did it ever pass.

#### JANUARY 30, 1845, W. D. COOKE EMPLOYED TO ESTABLISH A SCHOOL FOR THE DEAF AND DUMB

In the records of the State Literary Board, Jan. 28, 1845, is the entry: "At a meeting, present Gov. William A. Graham, Messrs. Charles Manly and David Stone, Mr. W. D. Cooke, a teacher of deaf-mutes, lately of Staunton, Va., appeared and held a conference as to the terms of establishing a school for the teaching of the deaf and dumb in this State." Jan. 30, the minutes say: "Mr. Cooke having attended at a previous meeting of the board and produced testimonials of his moral character as well as of his competency as an instructor of the deaf and dumb, it is resolved that he be employed by this board to establish and keep open a school for the education of the deaf and dumb of this State in or near the city of Raleigh, at the rate of \$160 per annum for each pupil, this amount being understood to be in full compensation for books, board, lodging, and clothing and comfortable accommodation and every other expense of the pupils who may be sent to said school. It being understood that he may receive any other pupils who may be sent besides the beneficiaries of the State. The board, however, is to retain the right of visitation of said school at all times



BUILDINGS OF THE INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND AT  
RALEIGH AS THEY APPEARED IN 1896



and to prescribe, from time to time, regulations for the same, and also to discontinue or change the instruction in said school when it shall think proper.

"Resolved, further, that to enable Mr. Cooke to make due preparations for opening the said school as early as practicable the board will advance to him \$1,500.00, upon his entering into bond for double that amount to the State, conditional, to account for and return the same if he shall not earn an equal amount in the service of the board in his capacity as teacher aforesaid.

"Resolved, further, that the president of the board ascertain by correspondence whether a teacher can be procured, to open a school here, and also upon what terms blind pupils will be received from this State at institutions already established for their instruction in other states. Jan. 31, 1845. Mr. Cooke attended a meeting of the board and expressed his approbation of the resolutions of the previous day and his consent to become the teacher of a school for deaf-mutes of this State, upon the terms set forth and tendered his bond with Mrs. Frances Deveraux security."

#### FIRST SCHOOL FOR THE DEAF AND DUMB OPENS MAY 1, 1845, IN RENTED QUARTERS

"February 5, 1845, the Literary Board issued the following notice to the public: "In accordance with an act of the last General Assembly the board has made provision for putting in operation a school for the education of the deaf and dumb, at or near Raleigh, to commence May 1st next. The expense for each pupil will be \$160 per annum, including books and stationery (and for poor pupils clothing and physician's bills, if necessary,) as well as boarding and instruction. As the chief object of the law is to provide for the poor and destitute and as the aid of the county courts is required in making such provision, the board most earnestly requests each chairman of County Courts and the Solicitors to bring the legislative act to the notice of justices of their County at the first term hereafter, and to discover by inquiry then made what number of white deaf and dumb persons there are under thirty and over seven, whose parents are unable to pay for their education, also whether the court will levy by taxation the amount allowed by law for their education, and communicate the same to this board. The amount for the deaf and dumb will allow of the instruction of 35 beneficiaries each year, provided the county courts will raise for each one sent from their counties the amount contemplated by law, \$75.00. The board proposes at the commencement to receive five beneficiaries from each judicial district. If a greater number shall apply the selection in cases of equal capacity will be made by lot. The board has opened a correspondence with approved institutions for the blind in other states, to enable it to determine whether the appropriation for their benefit can be better

expended in opening a school for them within this State, or by sending them abroad. In the meantime it is hoped that every county will make returns to the board of the number, sex and age of the destitute blind persons within its limits, in the manner already indicated."

"Governor Graham wrote February 15, 1845, to Governor Briggs of Massachusetts, asking whether a teacher from the Perkins Institution for the Blind, at Boston, could be procured to open a school in North Carolina for their instruction, at what salary, for say 15 to 25 pupils: or at what rate per pupil would he furnish his own buildings and take charge of such a school for the public, provided a given number were guaranteed. Governor Briggs wrote him fully and so did Thomas H. Gallaudet, from Hartford, the latter saying, "To start such an institution right requires much care. The mingling of the blind and deaf mutes together in the same institution (if indeed this is thought of) is, I think, most unwise. The decided and universal testimony of teachers in Europe and in the United States is against the expediency of such a course. It is not productive of any good." April 17, the board agreed on opening the school May 1, 1845, with the following deaf persons as pupils: Jane Wisman of Davidson; John H. Walker, Louise J. Walker, Cyrus H. Boren, Guilford; Jane O'Neal, Hyde. A building was rented on Hillsboro street, two blocks west of the Capitol; four teachers were employed. May 2nd, the board held a conference with Mr. Cooke as to his willingness to undertake the boarding of the blind, and declined to undertake it. Thereupon Messrs. Manly and Stone of the board were appointed to ascertain on what terms blind pupils could be boarded in Raleigh. Governor Graham wrote May 2nd; "We have the prospect of an excellent school." May 3, Manly and Stone reported that as they could not guarantee any definite number of the blind, they could not engage anyone to board them. May 5, Governor Graham issued a circular, expressing regret that so few county courts had complied with the legislative act as to the deaf and dumb and the request of the Literary Board. He added: "It has been ascertained that a school for the blind can also be established here, upon terms more economical than those of institutions out of the State, and such an one will be opened as soon as a sufficient number of pupils shall offer to justify the undertaking." He then called on the counties to send to the board lists of the number of the deaf and dumb and blind between eight and thirty years, as soon as practicable.

"May 24th, the board asked Dr. S. G. Howe of Boston to engage a male teacher for the blind, at \$500 and board annually, and also to purchase the necessary school apparatus, including a piano. The board said in this letter: "In the event the necessary arrangements can be made by that time, the school will be opened on the 1st of August." Prof. Howe of Boston said he would be glad to come here and put the proposed school



for the blind in operation and the Literary Board warmly thanked him for this offer August 20th, 1845. September 1st, the board wrote Dr. Howe countermanding the order for school apparatus and saying that Rev. Mr. Edwards would not undertake the superintendence of the school for the blind, as he could not obtain a house and make the needful arrangements. The letter said the only blind pupils offered were from Guilford and that the board after advertising in newspapers for pupils, having heard of only six blind children in the State, deemed it inexpedient to establish a school for the blind in North Carolina at that time."

#### GENERAL ASSEMBLY 1846-'47 (CHAPTER 48), PROVIDES FOR ERECTION OF BUILDINGS — FIRST BOARD APPROVES

"At the session of the General Assembly in 1846-'47, an act (Chapter 48) provided for the erection at Raleigh of good and suitable buildings for a school for the deaf and blind and for their education and maintenance, the building not to cost over \$10,000; the annual appropriation for maintenance to be \$10,000. The Assembly had made an error in the amount it intended, by limiting the cost of the building to \$10,000, when it meant \$15,000, but Principal Cooke gave his personal bond for the \$5,000, so the work had gone on. The Assembly of 1848 thanked him for this generous advance, made the payment of the \$5,000 and added \$2,500 for equipment. The Assembly also appointed directors of the institution, these being Perrin Busbee, L. B. Saunders, W. W. Holden, Dr. Charles E. Johnson, Thomas J. Lemay, and James F. Jordan."

#### VOCATIONAL INSTRUCTION ESTABLISHED IN 1850

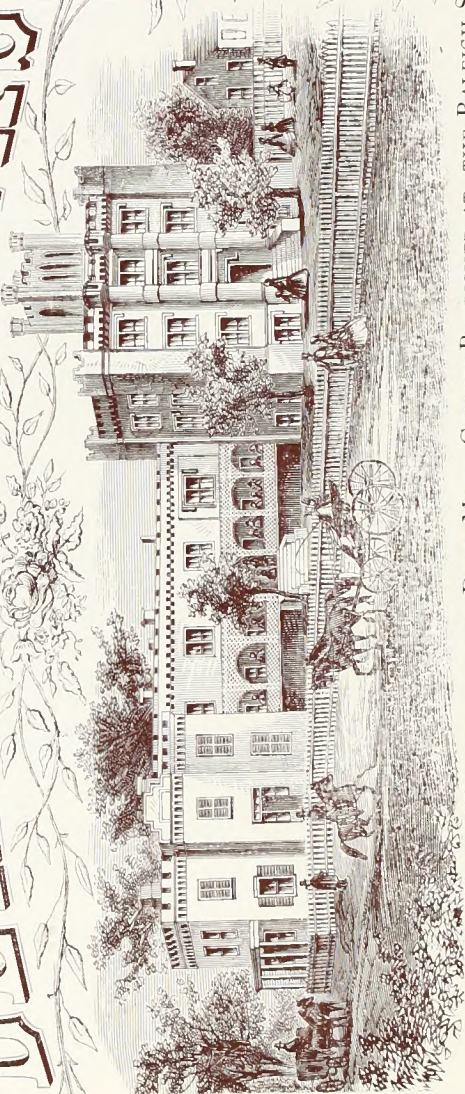
The building thus provided for was located on Caswell Square, owned by the State, one of the original five squares set apart when the city was first laid out, two blocks north west of the Capitol. The name of the school was the "North Carolina Institution for the Deaf and Dumb and the Blind." The contract for its erection was let by the Literary Board to Cosby & Son. Principal Cooke was given a salary of \$1200 and in addition an allowance of \$145 for each pupil, to cover board and room; clothing for pupils whose parents were unable to furnish it; medical attendance, etc. The board bought from Cooke, in 1850, a printing-press, type, etc., tools for wood-working shop and shoe shop, all for \$791, and agreed with him that he was to carry on these mechanical departments at his own expense and receive the profits.

#### THE FIRST SESSION BEGINS IN JANUARY, 1849, IN THE NEW STATE INSTITUTION

Some applications for the admission of the blind came in. In 1849 it was found that while there had been appropriated since 1846 the sum of \$5,000 annually for five years, there had been saved of this total ten



# THE MUTE CASKET



ORIGINAL MASTHEAD OF THE DEAF MUTE CASKET PUBLISHED AT THE RALEIGH SCHOOL IN 1850.

thousand dollars, so that only \$5,000 had to come direct from the State treasury. On April 14, 1848, the corner-stone of the main building was laid by the Grand Master of Masons, William F. Collins, after which address were made by Rev. Samuel S. Bryant, of New Bern, and Dr. Harvey P. Peet, of the New York School for the Deaf. The contractor did the building work largely with negro labor. The brick were made on the premises. The directors had a vast amount of trouble with the quality of the work, and yet the demand was so great that the uncompleted structure was occupied. Governor Charles Manly and Mr. George Little inspected it, Sept. 24, 1848. The General Assembly then gave permission for its occupancy and the contractor requested it. Thus the first session in the new building opened in January, 1849.

There were in November, 1850, fifty-four pupils, all deaf; the oldest a woman aged 35; 29 were males. Some had been there since its opening, May 1, 1845, in rented quarters on Hillsboro Street. The teaching of trades was found to be of great importance and the chief mechanical branch was printing, which is particularly adapted to the deaf.

#### PROVISION MADE TO RECEIVE BLIND STUDENTS IN SEPTEMBER 1851

The building, when thus first occupied, was of brick. It had a center and enlarged wings and at its southern end a home for the principal was built. A brick workshop was built, in the rear. The square was graded. At the beginning of the seventh session, in 1851, arrangements were made with Principal Cooke to open the Blind Department, on the same basis and terms on which he had taken charge of the deaf. Teachers for the blind were also chosen. John Kelly of Orange County by his will gave \$6,000 to the institution for use of the poor pupils.

For the blind there was at first very little literature; one copy of the Bible, several of the New Testament, and of the Psalms. By 1854 there were 12 blind pupils. At first some of the directors of the board did not think the act of the General Assembly requiring the blind to be taught should apply to this institution, but the Assembly said it did so apply. In 1851 a new Governor came in, David S. Reid, and with him a new Board of Directors, with E. P. Guion as chairman, and this put into effect the legislative will. Shoemaking and broommaking were introduced.

The deaf published a newspaper, THE DEAF MUTE CASKET, and this had a wide circulation. They also prepared books with "embossed" type, for use by the blind. The girls did the sewing for all. A charge was made as to salaries, etc., the principal being paid a fixed salary, the directors taking over all the financial matters. When this board of directors came in, it found the institution languishing, a general discontent among the pupils and also among the people of the State. The change to the new form of management ended all this. The board asked for \$10,000 annual appropriation.



"At the end of the 18th session, in 1858, there were 39 deaf pupils and 13 blind. Water had been put in the buildings, pumped by a "ram" from a spring in a vacant square in front of the institution; coal was used instead of wood to heat the hot air furnaces; gas was installed for lighting, replacing candles. A chapel was built in 1859.

Principal Cooke had introduced a new feature in 1855, and made extraordinary exertions to make the institution known to the public, by visiting various places, including Greensboro, Warrenton and Wilmington, at conventions, with parties of his pupils, giving exhibitions of the modes of instruction, the people attending in large numbers and showing intense appreciation. In May 1856, a large party of pupils visited piedmont towns. The General Assembly visited the school yearly, for it then met annually.

The school was overcrowded; its buildings sadly out of repair. Principal Cooke found that the blind and the deaf are widely different, and yet one building sheltered them all, with no school rooms for the blind; so that the two could not mingle without confusion. He declared there must be enlargement and separate buildings and that there was no sort of provision against fire. He reported that North Carolina had more deaf in proportion to population than any other state save Connecticut, yet had only 39 in school; fewer than in any other state except Texas. In September 1858, Cooke resigned and Willie J. Palmer became principal.

In 1862 the number of deaf was 42; blind 2. John Nichols, a very able printer, was put in charge of that department. "A number of the male pupils made cartridges of paper for the army rifles, using paper from a mill near Raleigh, and powder from the state powder-mill still nearer; and also moulded bullets which were fixed in the paper cartridge cases, into which powder was then placed. Over a million cartridges were thus made. The idea of having this work done originated in the mind of Gov. John W. Ellis, who died in July, 1862.

#### PROGRESS OF THE SCHOOL DURING THE WAR — 1861-1865

"A good deal of the public printing and binding was done by the deaf during the war (1861-1865.) In 1864 the General Assembly gave the institution \$150,000. In 1865 there were 84 pupils. The strain of the terrible war was great, but the institution pulled through. Raleigh was surrendered to Gen. Sherman April 13, 1865, and the Federal authorities lent the kindest aid to the Hospital for the Insane and the Institution for the Deaf and Dumb and the Blind. To the latter, which at that date had 85 pupils, (the largest number up to that time), General John M. Schofield issued food and other supplies up to the close of the school, June 30th. These were furnished to teachers and pupils and included supplies



for any sick. The teachers left at the end of the term but 13 of the deaf boys who were doing the printing remained until the end of the year and lived on "Uncle Sam's rations." The publication of the Deaf-Mute Casket went on and the printery turned out the Book of Psalms for the Blind. The school re-opened January 1, 1866, and 41 deaf and 21 blind were present; 9 of them paying pupils. Provisional Governor Holden advanced \$4,000 and the General Assembly appropriated \$20,000."

### AGITATION FOR A SCHOOL FOR DEAF AND DUMB AND BLIND NEGRO CHILDREN, 1867

In October, 1867, Principal Palmer wrote Gen. Nelson A. Miles, U. S. A., that the board of directors had received several applications for the admission of negro deaf and dumb children, but there was no room. He added that there were in North Carolina not less than 190 deaf and 95 blind negroes; of these 19 deaf and 31 blind being under 21 years of age; this report having been made to Gen. Miles; but, as all the counties did not report, the figures were under the true number. He told Gen. Miles that, if he would provide quarters for them, the directors would furnish competent teachers and supervise the institution. He said \$3,000 would buy and furnish a suitable building on a square adjoining the white school and that the General could have rations issued for the pupils. Gen. Miles approved the plan, but it failed to materialize.

Miss Dorothea Lynde Dix, the "founder of the Hospital for the Insane at Raleigh," presented, in 1867, an organ to the institution for the Deaf and Dumb and the Blind; W. W. Corcoran of Washington, D. C., founder of the Corcoran Art Gallery, aiding in this gift. July 1, 1868, there were 83 deaf and 34 blind in the school.

### THE FIRST SCHOOL FOR THE COLORED DEAF AND DUMB AND BLIND IN AMERICA OPENED JANUARY 7, 1869

The report for the year ending July 1, 1869, by the principal, showed 154 pupils; 28 negroes, and said: "North Carolina has taken the initiative in providing institutions for negro deaf and dumb and blind." The American Missionary Association provided a convenient and well arranged building for the colored department in the southern section of the city of Raleigh and there the school work began January 7, 1869, with 28 pupils and competent teachers. This school, the first institution for the negro deaf and blind in the country, operated on a site, on South Bloodworth Street. In 1873 new brick buildings were provided by an appropriation of the General Assembly in the amount of \$15,000. In 1929 an appropriation of \$250,000 was allowed by the General Assembly for a new plant for this department. Two hundred and thirty-four acres,

located on highway route 70, five miles southeast of Raleigh, were purchased, and additional appropriations were made by the legislature for the development of this department which now has a system of brick buildings well planned for the purpose for which they were created and a total of 346 acres in farm and playgrounds.

In 1872 a north wing of the main building of the white school on Caswell square was built. The design of the main building was Norman, with a central octagon tower and battlements along the whole front, but later the roof was removed, another story added and the design changed. The school, as it stood in 1890, can be seen in the main building of the Catholic Orphanage, Raleigh, as it is a duplicate in design. A large dormitory for boys, with an auditorium on the upper floor was later added along with other improvements to this plant.

In 1869, Principal Palmer was succeeded by John Nichols, and afterwards came S. F. Tomlinson, Nichols again, H. A. Gudger, W. J. Young, Fred R. Place (four months), John E. Ray (who served 1896-1918) and the present incumbent Dr. G. E. Lineberry from August 1918.

### THE NEW SCHOOL FOR THE BLIND WAS FIRST OCCUPIED IN SEPTEMBER 1923

A great forward step was taken in 1913, when the General Assembly bought 75 acres, adjoining Pullen Park for a new site for the school for the white blind. It failed to appropriate money for buildings, but in 1917 an appropriation of \$150,000 was made. World War I caused much delay, and the splendid plant on the cottage system, was not occupied until September, 1923.

The land for the present white school for the blind cost \$34,600. For the construction of the buildings, besides the \$150,000 in 1917, there was appropriated a like sum in 1919, \$250,000 in 1921, \$326,000 in 1923 and \$50,000 in 1925; a total approximating \$1,000,000; the result being one of the finest plants for the blind in the United States.

In July 1918, the Board of Directors elected Dr. G. E. Lineberry, a native of Chatham county, a graduate of Wake Forest College, and from 1914 to 1918 president of Chowan College, to head the School with the title of "Superintendent."

The courses of study in both the academic and vocational departments are thorough in every respect, with the result that ninety-seven per cent of the students graduating from the School between 1920 and 1944 are self-supporting.

There are now twenty-seven teachers at the White Department and twenty-six at the Colored Department, all of them accredited. The White Department has 155 students, and the Colored Department has 112 deaf and 97 blind students.

PART II



North Carolina School for the Deaf  
at Morganton  
1894 - 1944





*C. J. Rausman*

Superintendent 1937-

# History of the Education of the Deaf At Morganton, 1894-1944

## LAW CREATING THE SCHOOL AT MORGANTON

In 1891 the General Assembly passed a law creating the North Carolina School for the Deaf and Dumb: (Chapter 89, Public Laws of North Carolina, Revisal of 1915, Vol. 2, Section 4202, XIX—"Deaf and Dumb"—"Incorporated.") "There shall be maintained a school for the white deaf and dumb children of the state which shall be a corporation under the corporate name of The North Carolina School for the Deaf and Dumb, to be located upon the grounds donated for that purpose near the town of Morganton."

"Such school shall be under the control and management of a board of directors consisting of seven members, who shall be appointed by the Governor and hold their office for the term of six years; said board shall be divided into three classes, the first shall be elected in one thousand and nine hundred and nine, the second class in 1907, the third in 1905, and each class shall thereafter be elected every six years. If any vacancy shall occur by death, removal or other cause the same shall be filled for the unexpired term by appointment of the Governor. Said directors shall hold their office until their successors shall be elected and qualified, but not more than two of them shall be from the same county."

Chapter 306, Section II, Public Laws of 1925, amending Section five thousand, eight hundred and eight-nine of the Consolidated Statutes—"*Directors; terms; vacancies*":

"The North Carolina School for the Deaf, at Morganton, shall be under the control and management of a board of trustees consisting of seven (7) members. The terms of the said trustees shall be for four years, from the date of the appointment. The Governor shall transmit to the Senate at the next session of the General Assembly the names of his appointees for confirmation."

## SELECTING THE SITE

This very interesting procedure in the history of the school is well worth recording in detail, so we quote from the pen of Prof. M. H. Holt, a member of the first Board of Directors, who edited a brief sketch of the school for the KELLY MESSENGER, in November 1896, as follows: "My strong personal interest, the interest I had felt as a disinterested spectator and observer, if any patriot can be called disinterested, was intensified when I was informed by one of my Guilford county friends, a member of the Legislature of 1891, that I had been elected as one of the Board of Directors of the North Carolina School for the Deaf and Dumb which had been established by that body and located at Morganton. The bill had been passed and an appropriation of \$20,000 made to materialize the project.





FACULTY OF THE NEW SCHOOL PRIOR TO 1900



My colleagues on the Board were N. B. Broughton, M. L. Reed, B. F. Aycock, Col. S. McD. Tate, R. A. Grier and J. J. Long. Our first meeting for organization was held in April 1891. We met at the Hunt House in Morganton, now in ashes, and then adjourned to the Western Hospital on invitation of Dr. P. L. Murphy. There we elected Hon. M. L. Reed, of Biltmore as president, and I believe that North Carolina, even to future generations, will pay us the compliment of having acted with exceeding wisdom in so doing.

"We were shown Vine Hill, down in the field below Mr. Haynes' house (now the residence of the Superintendent), as the location selected in haste by a committee of legislators sent here to see what Morganton offered in addition to a \$5,000 gift, to secure the school. When we got on it, we found the site unsuitable in many ways. We found 100 acres of land. We needed more. We found too little room on the top of that hill for a great State Institution. We found no shade. We found we had to look up to see the top of Spa Hill, to see the Western Hospital, to see Morganton. We examined other sites—the grove between the tannery and the Depot and field adjoining, commanding sites east of town. From all these this splendid wooded summit (Spa Hill) loomed up as the most beautiful in all the landscape, and from every hill top we would say to Col. Tate, 'why can we not get that site?' Each time he would say: 'That cannot be had. A land company is going to put a hotel there and improve the springs property at the foot.' When we got back to the hospital, we looked out at the window and over here beckoning to us through the bright April sunlight, were the white oaks that crowned this hill, flaunting their beautiful tops, green with the bursting buds of the new season, saying 'come here, come here.' One of the Directors turned around and said, 'Gentleman, we build not for a day nor for a year, but for a century, aye for the coming centuries?' Keats well said: 'A thing of beauty is a joy forever;' coming ages will rise to call us blessed if we build wisely. What will that site cost us? We sent for the stockholders. We stated facts. We called for figures. We made an agreement and secured this property, just without the corporate limits of the town and known as the Ravencroft College property. The tract of land consisted of two hundred acres, divided into two lots of one hundred acres each. The first lot cost \$6,500—five thousand of the amount was contributed by the corporation of Morganton, and the balance (\$1,500) was out of the appropriation. The title of the second lot was donated by the town of Morganton."

#### APPOINTMENT OF ADVISORY SUPERINTENDENT

"The other wise thing we did at this meeting, in April, 1891, was to place at the helm of this great undertaking the man fitted by nature, special training and experience for Advisory Superintendent, Prof. E. McKee Goodwin. This position carried no salary with it, and for three years the

Advisory Superintendent spent much time in getting the plans and building the new school. Later, in April 1894, he was elected Superintendent. North Carolina is indebted to E. McKee Goodwin for an untold amount of work, of plans suggested, of money saved, of energy directed wisely, and only the Board of Directors know how much. It is to Prof. Goodwin that we owe the fact that we builded better than we knew.

"It was determined at that first meeting to send a committee to visit institutions at Washington, Philadelphia and New York. Mr. Broughton, Mr. Aycock, Prof. Goodwin and myself were appointed. We left the 24th of June, '91, taking in all these places, and attending at Lake George the National Association of oral teachers of the Deaf. We visited Gallaudet College at Washington, the Pennsylvania School at Mt. Airy, New York Institution on the Hudson at Washington Heights, and some special schools in New York City. The main thing with us were bricks and mortar, ventilation, heating, lighting, water supply, work shops, printing office, sewing rooms; in a word the material finishings and furnishings of a great school for our North Carolina deaf.

"We are grateful for the universal courtesy of all those engaged in this great work. They vied with each other in giving us all the information possible and Dr. Crouter of the Pennsylvania School even going beyond this and giving us substantial help."

### FINAL ACTION OF THE BUILDING COMMITTEE

In September, 1891, the Building Committee held a meeting and made a written report of their work as committee of investigation. The plan submitted by A. S. Bauer, Architect, of Raleigh, after the model of the Philadelphia Institution, was adopted from many others as being the best and most economical and in accordance with the institutions of like nature. The plans of this original "Main Building" specified that it was to be three stories in height and basement with a central tower in front. It was to consist of a main central building 165 feet in depth and two wings of 110 feet in depth. The entire front was 256 feet long. The contracts for excavation were let and completed May 1, 1892.

### LAYING THE FIRST BRICK

The first brick in the building was laid by two deaf children, pupils who had begun their school course at the "Caswell Square" School for the Deaf and the Blind at Raleigh, in 1888 and 1890, Maggie Le Grand (Mrs. Hugh G. Miller), of Charlotte, and Robert C. Miller, of Shelby. The latter graduated from this school in the Class of 1898, and from Gallaudet College, Washington, D. C., in 1903, with the degree of B. L. From 1904 to 1926 he served as teacher in this School and was appointed a member of its Board of Directors, by Governor Hoey, in 1931, serving on the Board

until 1940, when he moved his residence to Virginia. The basement and nearly the first story were finished with the first appropriation of \$20,000. The General Assembly of 1893 was urged to make an additional appropriation of \$80,000 (\$40,000 per annum for the biennial period) to complete this building. The Legislature granted an appropriation of \$70,000 only. Owing to the slow process of securing appropriations, it took three years to build the "Main Building." The Legislature of 1893 under the administration of Governor Thomas M. Holt, granted an appropriation of only \$35,000 annually for maintenance.

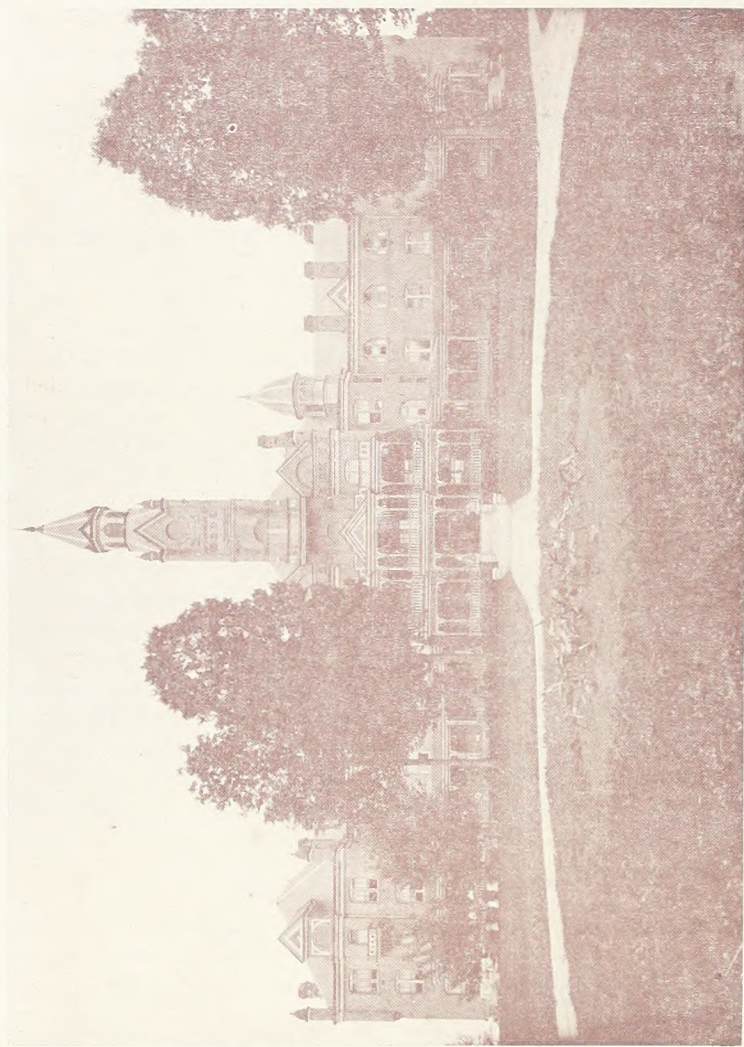
### SCHOOL OPENS FOR THE FIRST SESSION

On October 2nd, 1894, the first session of the school opened and it was early seen in the many difficulties which were overcome by Prof. Goodwin, that the Board had made no mistake in selecting him superintendent. The enrollment at the beginning of this first year was 104 pupils, with eight teachers in the "literary" department, classified as follows: Manual department—five; oral department—two; art department—one. The first staff of teachers to greet Dr. Goodwin on that memorable second day of October, 1894, was David R. Tillingshast, Zacharias W. Haynes, Mrs. Laura A. Winston, John C. Miller, and O. A. Betts, of the Manual Department, all of whom had been associated with Superintendent Goodwin, when he was teaching in the School for the Deaf and the Blind at Raleigh; Miss Anna C. Allen, Chief Instructor, and Miss Eugenia T. Welsh, of the Oral Department; Miss Sudie C. Faison, Teacher of Art. In addition to the regular paid staff, there were two Normal Training Students, Miss Nannie McKay Fleming and Miss Stella B. Hamner who constituted the first normal class and who devoted much of their time in regular class work. Members of the Vocational, Accounting, and Domestic staff were: teacher of sewing and needle work, Miss Mary Nash; steward and treasurer, Capt. George L. Phifer; matron, Mrs. Mary B. Malone; assistant matron, Mrs. Corinna S. Jackson; engineer, Walter J. Matthews; expert carpenter, Thos. P. McKoy.

### FIRST OFFICIAL REPORT

The first official report made to the Legislature of 1895 was but an earnest of the unbounded interest and devotion that seemed to permeate the entire school from the superintendent down through the student body themselves. The key-note that seemed to grip the spirit of every one was appropriately sounded by Superintendent Goodwin in his statement in this early report setting forth the "Design of the School" which said, *"the School was created and established for the sole purpose of educating the white deaf youth of our State."* That simple but purposeful goal has ever been the guiding star that has led this school throughout this first half-century to a place among the leading schools for the deaf in America.





THE MAIN BUILDING BEFORE FIREPROOFING AND RENOVATING

Every official report emanating from the Superintendent's office conveyed in no uncertain terms the purpose of the School. So, after ten years of growth, one finds the same sentiment enunciated as follows: "We have endeavored to keep in view the primary object for which the school was created—the education of the deaf children of our State; and by education we do not mean education only in the general acceptation of the word, but education that makes the best citizenship and the happiest homes."

### DISTINGUISHED VISITORS

The rapid development, both in methods of teaching and in physical equipment, soon gave the school a high rating in the profession of special education and brought to our class rooms educators of distinction from other schools for the deaf, as well as the heads of our own State departments. On October 31, 1895, the school was honored by a visit from Dr. Edward M. Gallaudet, President of Gallaudet College for the Deaf at Washington, D. C., who, after visiting the classes, addressed the teachers and pupils assembled. At a later date Dr Alexander Graham Bell was an interested visitor to this new institution of the South. He was accompanied by Dr. Frank W. Booth, then secretary of the Volta Bureau.

### RAPID GROWTH OF THE SCHOOL

In his second biennial report, covering the period, December 1, 1894 to December 1, 1896, the Superintendent reported an enrollment of 204 pupils, an increase of 100 pupils for the two years. During the second session, 1895-96, 62 new pupils were admitted, one of the largest classes of beginners ever entered any school for the deaf in America, thus proving the great need for the new school at Morganton.

One of the most pressing needs stressed in this report was that for a new "School House" suited for class work. The rooms which were then being used in the Main Building were only intended for a temporary arrangement. Therefore, the Directors respectfully asked the General Assembly of 1897, through Governor Elias Carr, for an appropriation of twenty thousand dollars (\$20,000), to be used in erecting and equipping a school building, which from the beginning had been a part of the plan in providing necessary buildings. This request was granted and steps were taken immediately to have the architect, W. H. Sloan of Morganton, prepare the plans and specifications. The wood work for this building was done by the wood working department of the school which had been the first building completed of the architect's general plan. At a meeting of the Executive Committee of the Directors, on March 3, 1898, the plans were approved and work was to have begun at once, September 15, 1898, being the date set for the completion of the building, but, owing to the very unfavorable season for building, work was suspended for several months, extending the date of completion to September, 1899.



The corner stone of the new school building was laid by the Grand Lodge of Masons of North Carolina, on May 31st, 1898. It was a general holiday, not only for our school, but for the town of Morganton and community. There were more than a thousand people on Spa Hill that day. Among the distinguished guests present were Dr. Edward M. Gallaudet, President of Gallaudet College of Washington, D. C., Justice Walter Clark of the Supreme Court Bench of the state, Grand Master Walter E. Moore of Webster and Dr. T. H. Thornwell, South Carolina. Ten Masonic Lodges were represented and the Morganton Lodge of Knights of Pythias, the Junior Order of United American Mechanics, and the Junior Reserves were in the procession, led by the Morganton Cornet Band. The corner stone of Georgia Marble had inscribed upon it the name of Grand Master Walter E. Moore, and simply the date of 1898.

The entertainment given by the pupils of the school on Monday night following the laying of the corner stone was largely attended. Higher praise could not be accorded either to it or to the school and its teachers and managers than the words of Dr. Gallaudet quoted both in the *Charlotte Observer* and the *News and Observer*: "that a more meritorious exhibition of the methods and results of teaching the deaf he had never witnessed either in Europe or America." Dr. Thornwell bore substantially the same testimony.

### NEW SCHOOL BUILDING OPENED

The new School Building had been completed and furnished ready for the opening of school on September 14th, 1899. If every legislator and every tax payer in the State of North Carolina could have viewed the happy faces of the deaf children and their teachers and caught the inspiration, which words fail to express, on that glorious September morning, as they marched forth to their new class rooms for the first time, and that impression could have been transmitted down through the years, those responsible for providing funds to maintain this wonderful School could ever hereafter rest upon their oars. A dream originating in the heart of the founder of this school several years prior to this day had come true.

While not elaborate in architecture, the building was well arranged, convenient and substantial: a brick structure, slate roof, wings two story, and center three story. There were twenty regular class rooms, with a supply closet for each, necessary lavatories and water closets, and a large assembly room in the center of the first floor. The rooms were furnished with the best slate black-boards. The entire third floor of the center portion contained sky lights in addition to the dormer windows on three sides, making it an ideal studio for the classes in art.



### ADDITIONS TO MAIN BUILDING; FIRE EXITS, NEW BOILER, FIRE-PUMP AND RESERVOIR

An appropriation of \$7,000 was granted by the Legislature of 1901 for erecting additions to the two wings of the Main Building, which increased the dormitory capacity for fifty more pupils, and furnished other exits in case of fire. These additions together with the installation of a 70-horse power boiler, a Knowles fire-pump and the construction of a reservoir cost approximately \$10,000.

### GOODWIN HALL—The Primary School

Due to the increased attendance, stimulated by the operation of the compulsory law put upon the statute books regarding deaf children, an urgent appeal was made to the State Legislature of 1907 to provide another building to accommodate the increased number of classes, and an appropriation of \$40,000 was asked for this purpose. In response to this request the sum of \$24,000 was appropriated. With that money, by the utmost economy and personal supervision of Superintendent Goodwin, a splendidly built, well-located Primary Building was erected. However, there was no available funds to equip and furnish this building until the Legislature of 1911 allowed an appropriation of \$4,000 for this purpose. In September of that year the door to this new building for the primary pupils was first opened.

Out of compliment to E. McKee Goodwin, who had given his energy and wisdom to the development of the North Carolina School for the Deaf, the Directors, at their meeting in May, 1911, gave the name Goodwin Hall to this new building, a complete "little institution" in itself with a capacity to accommodate 100 children.

With this separate building, the younger pupils, seven to twelve years of age, were segregated from the older ones that they might have a better showing in their early training in speech-reading, thus forming the speech habit.

### SUPERINTENDENT'S RESIDENCE

When the North Carolina School for the Deaf was located at Morganton, there was one brick building located on the property. That was a building originally constructed for a proposed seminary for girls, conceived, and begun by the Episcopal Church. According to the Biennial Report of the school year for 1901-03 this building had been remodeled to be used as the Superintendent's home, so constructed and arranged that it may, if necessary, be used for a school building. The original plans drawn up by the school architect, were much more elaborate than the completed building. According to tradition, the interior woodwork of



HOEY HALL (ADVANCED DEPARTMENT)



unusually fine design and finish, was done in the school shop. One mantel, that is in the sitting room, is said to have been the work largely of one boy. The house was originally heated by fireplaces; later on a heating unit was placed in the basement. Later still, the building connected with the central heating system of the plant.

From the outside, the building is of unusually fine design, in keeping with Southern home architecture. The fine oak trees that surround it add much to its dignity and beauty.

### THE INFIRMARY

For several years provision had been made for taking care of the sick in rooms segregated for that purpose in the Main Building. There were times, however, especially in cases of contagion, when this arrangement caused great anxiety, thus affording convincing evidence of the need of a separate hospital to prevent an epidemic and to provide more comfortable and safe quarters for all patients. With these facts clearly presented to the Legislature, an appropriation of \$15,000 was made in 1917, and C. C. Hook, architect of Charlotte, was awarded the contract to prepare plans and specifications for a building two stories high and absolutely fireproof. This building, which is heated by low pressure steam, has a capacity for thirty-six beds and other necessary rooms for the complete and successful operation of such a hospital, including an operating room and a room for dental work. Owing to the difficulty of securing building material during World War I, the hospital was not ready to receive patients until the late spring of 1918.

### THE GYMNASIUM

Recommendations were made to the Legislature of 1921 for an appropriation of \$10,000, together with permission to use a surplus of \$23,000 of a former bond issue, for the purpose of building a gymnasium. These requests were not granted until the session of the Legislature of 1923, and the gymnasium was completed and partially equipped by June 1924. It consisted of a swimming pool built in accord with most modern features, and a bowling alley with double "runways" and the gymnasium proper on the second floor.

### PRIMARY SCHOOL BUILDING

To the Legislature of 1927, the need of a recitation building for the Primary Department of at least twenty class rooms was stressed. It was estimated the building could be erected and equipped for \$50,000. This amount was granted and the new building was constructed and ready for occupancy by the opening of School in September, 1930. The crowded condition of the school was greatly relieved by this new fire-proof recitation building, having twenty class rooms with accommodations for 200 children.



### THE TRADES BUILDING

In his biennial report, dated September 24, 1926, Superintendent Goodwin tells of his request of the Legislature of 1927 for an appropriation of \$80,000 for a new industrial building properly equipped for four departments. The actual cost of the building, not including the equipment, was a little over the \$30,000 appropriated. The building, which was erected by the Brown Harry Company, of Gastonia, was formally opened on April 27, 1928. It is 98 feet long, 44 feet wide and three stories high, located just west of the gymnasium facing south. The first or ground floor was originally used for technical instruction of wood-work. The printing department occupied the entire second floor. The third floor was occupied by the tailor shop and the shoe repairing shop, each occupying half of the space the entire length of the building. The east side contains the stairways and a lavatory on each floor. The building is fireproof throughout, splendidly heated and well lighted both artificially and by day light. Several changes have been made in the arrangement of some of the departments of this building since 1928, but the printing department which has modernized its equipment in recent years, still occupies the entire second floor. The third floor is occupied by the handicraft classes.

### FIREPROOFING AND REMODELING

When the first buildings were constructed, it was thought sufficient fire protection to use brick for main walls, and to construct floors, stairways, and the like of wood. As time passed, and as fire prevention regulations became more restrictive in the state, the Board and the Administration of the School became more and more sharply aware of the need for adequate fire protection. In 1937 the matter was brought to the attention of Governor Clyde R. Hoey. Apprised of the risk to the lives of the deaf children from fire, Governor Hoey set aside funds from the State's Emergency Fund and ordered work to be begun at once on fire-proofing the two dormitory buildings. In the meantime a fire which started in the high school building completely destroyed it. When the remodeling job was completed, the school possessed two dormitory buildings, two twenty-four classroom buildings, a hospital, and a boys' vocational building, all fireproofed and so remodeled as to greatly improve facilities for work, the total cost of which was \$344,876.21, from 1938 to 1942, an expenditure that has already proven its worth, and one which protects deaf children from the hazards of fire—an outlay which the State may look upon with pride.

The only buildings not now fire-proof are the superintendent's home, the building housing the power plant, and the girls' vocational classes, and the dairy barn. The administration has already submitted plans and estimates for this work.

## WATER SUPPLY SYSTEM

The system of supplying water to the School was originally installed by a series of Driven Tube Wells which was adequate for several years, although this method of obtaining water entailed great expense. After this system had been in use fifteen years, it was found to be inadequate, and for the protection of the State's property, as well as for the health of the School, another source of supply became imperative. Consequently the Directors requested from the Legislature of 1909 an appropriation of \$20,000 to put in a gravity plant, bringing the water from the South Mountains, a distance of five and a half miles. The Legislature of 1911 granted this appropriation with which 500 acres for a water shed were purchased and the system installed with a six inch pipe line which, if needed, could deliver to the buildings of the School 350,000 gallons of water daily. In more recent times the storage dam on the shed has been considerably enlarged in an effort to secure an adequate reserve supply of water. Still larger water reserve provisions are contemplated in the near future.

## THE CAMPUS

Most certainly must go to those who selected the site for the School, the credit for acquiring one of the most beautiful natural campuses to be found anywhere in the state. The steeply rolling character of the terrain is itself a thing of beauty. Added to this are superb views of mountains in two directions. The great care given over the years to its fine stand of trees, and to adding trees from time to time, has so enhanced the original site as to make of it one of the most pleasing school campuses to be found anywhere. In 1940, through the generosity of Alumni, a stone gateway entrance at the South entrance to the campus was constructed. When modern concrete roadways are built, these, too, will add to the beauty nature so generously provided.

## THE FARM

When it was finally decided to separate the education of the blind and the deaf, and when Morganton was selected as the location for the School for the Deaf, there seems to have been in the minds of both the new board of directors and the "Acting Superintendent" that part of the support for the new school should come from a farm. How much support was expected from this source is not clear from the record, but from the beginning a considerable farm operation was conducted as an integral part of the undertaking. Examination of the biennial reports and the auditor's reports over the years indicated continuous expansion of this phase of work of the school, with steady increase in the amount of support from this source. The



PRIMARY SCHOOL.



last auditor's report shows a total of \$29,572.46 worth of farm produce consumed, and \$2,540.57 sold, or \$90.00 per year, per child, realized from farm operation.

In the beginning, of course, there was no farm machinery except the very simplest sort, wagons, horse drawn plows, and hand tools. The farm is now equipped with such farm machinery as trucks for almost all hauling, tractors for heavy plowing, seeding and harvesting.

At first the farm had a small herd of grade cows, and hogs of the type found on the farms in the neighborhood. In the school year of 1943-44, the farm had a dairy herd of fifty purebred Holstein milk animals, a herd of twenty-five beef animals, and a drove of sixty Berkshire hogs, and a flock of six hundred Newhampshire Red chickens.

At the outset it was necessary for people helping on the farm, and for all the people helping with the year around maintenance, to live in their own, or rented houses, in the community; there were no houses at the school, not even for the Superintendent. Since that time twelve staff houses have been built. Incidentally, it may be stated here that in the beginning most of the teachers lived at the Main Building, in rooms adjacent to dormitories, and, when the fire-proofing was done in 1938-39, apartments to house eighteen to twenty-four teaching staff were provided.

One cannot leave this discussion of the farm operations of the school without at least a brief examination of the meaning of this phase of the school work in terms of training boys and girls in agricultural pursuits. It is not clear from the records just how prominent this idea was in the minds of those who acquired land for farming when the new school site was selected. That such training was in their minds is evidenced by the fact that from the beginning both boys, and girls helped with farm work as a regular part of their school experience. Up to about 1935 the idea underlying this part of the school program seems to have been that of giving the boys and girls an opportunity to acquire some general knowledge of farming through helping with farm work. In 1935 the Board of Directors began to move in the direction of more specific training in agriculture for those boys and girls who might be expected to return to farm homes upon completion of their periods of schooling. Subsequently these phases of agriculture were selected for this purpose: Dairying, poultry raising, and gardening. In 1940 a teacher of Agriculture, Mr. Glenn R. Hawkins, was employed, and this more specific type of agricultural training was begun. Under this program it is hoped that eventually all boys and girls will learn something, both from books, and from actual participation in caring for farm animals, and about growing food on a farm.

### COMPULSORY ATTENDANCE LAW

No single act of the founder of this school is more expressive of his whole hearted interest in giving the deaf children of North Carolina a square deal through every legitimate channel possible than his advocacy, as recorded in the Third Biennial Report of the school, and submitted to the General Assembly of 1899, for a compulsory law compelling the attendance of deaf children upon some school a certain number of years between certain ages. With a persistency inspired by a faith in the justice of a righteous cause, no opportunity was allowed to pass without a due presentation of this need. Every report of the school from 1899 to 1906 requested the General Assembly to pass such a law. After eight years of untiring effort, the General Assembly of 1907 gave due heed to this request and passed a law requiring every deaf child in the State to attend school at least five years. The moral effect of this law has been good. It will be interesting to compare the attendance of 104 pupils at the opening of school in 1894 with that of 323 pupils in 1907, a growth in attendance of 219 pupils in twelve years.

### ADVOCACY OF A SCHOOL FOR THE FEEBLE MINDED

The history of the North Carolina School for the Deaf is so inextricably woven into the fabric of universal education, especially as it might apply to the field of the handicapped child, that reference to the advocacy, by Superintendent Goodwin, as early as 1898, for a school for the "feeble minded and idiotic children" of the State, should be included. We quote from the Fourth Biennial Report (1897-1898) of this school, which says: "Our State has responded most nobly to the cry of humanity for the care of her unfortunates—the insane, the blind, and the deaf and dumb. But there is a large number of children who are not eligible to either of these institutions.

"The State owes as much to this class as to either of the classes already provided for. We have had to refuse admission, under the law, to many of these children, though deaf and dumb, yet either idiotic or imbecile.

"Many of these children could be treated, and their suffering ameliorated, indeed many of them could be trained, and to some extent educated.

"I respectfully recommend that your honorable Board lay the needs of this class of our children before the Governor, and urge the General Assembly to create and establish an institution for such children."

The Caswell Training School, near Kinston, N. C., was established in 1913.

# Members of the Board of Directors of the Morganton School 1891 - 1945

(Arranged Chronologically)

<i>Name</i>	<i>County</i>	<i>Period of Appointment</i>
M. L. Reed	Buncombe	1891-1902
Samuel McD. Tate	Burke	1891-1892
N. B. Broughton	Wake	1891-1904
M. H. Holt	Guilford	1891-1912
J. J. Long	Columbus	1891-1892
R. A. Grier	Mecklenburg	1891-1898
B. F. Aycock	Wayne	1891-1892
Dr. P. L. Murphy	Burke	1891-1893
Capt. V. V. Richardson	Columbus	1893-1901
A. C. Miller	Cleveland	1893-1894
		1899-1925
Samuel Huffman	Burke	1894-1900
A. J. Dula	McDowell	1895-1900
Dr. H. C. Herring	Cabarrus	1897-1901
L. A. Britol	Burke	1897-1901
Dr. M. F. Morphew	Marion	1901-1905
Isaac Roberts	Davie	1901-1903
Jacob C. Seagle	Caldwell	1902-1906
Frank Thompson	Onslow	1903-1904
W. C. Dowd	Mecklenburg	1904-1906
J. G. Neal	McDowell	1905-1908
W. G. Lewis	Iredell	1905-1908
Dr. I. P. Jeter	Burke	1905-1916
Archibald Johnson	Iredell	1906-1909
		1915-1920
W. R. Whitson	Buncombe	1907-1924
A. L. James	Columbus	1907-1912
J. L. Scott, Jr.	Alamance	1907-1922
Dr. J. H. Mock	Davidson	1909-1914
W. W. Neal	McDowell	1913-1945
Dr. J. O. Atkinson	Alamance	1915-1920
Mrs. I. P. Jeter	Burke	1917-1929
J. F. Barrett	Buncombe	1921-1933
Dr. James Morrell	Edgecombe	1921-1932
Dr. Howard E. Rondthaler	Forsyth	1923-
A. A. Shuford, Jr.	Catawba	1925-1933
W. C. Dowd, Jr.	Mecklenburg	1927-1933
Mrs. R. B. Boger	Burke	1927-1933
B. B. Blackwelder	Catawba	1929-1933
W. M. Shuford	Cabarrus	1931-
F. H. Coffey	Caldwell	1937-1944
H. L. Wilson	Burke	1937-
Dr. Fred L. Motley	Mecklenburg	1937-
Robert C. Miller	Buncombe	1937-1940
O. A. Betts	Wayne	1940-
L. A. Dysart	Caldwell	1940-
W. L. Morris	McDowell	1945-



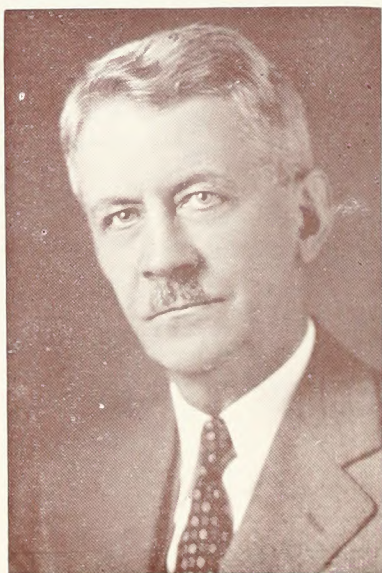
## Board of Directors 1945



W. W. NEAL  
*President, 1913-1945*



H. E. RONDTHALER  
*President, 1945-*



O. A. BETTS  
*Vice-President*



H. L. WILSON  
*Secretary*

## Board of Directors

From the very beginning of the education of the deaf in North Carolina, its control, management and policy making were vested in a Board of Directors, appointed by the Governor. Elsewhere in this history there appears a complete list of these Directors. All of them were outstanding citizens of the commonwealth; many of them served for long periods of time; many of them rendered distinguished service to the School. It is not the purpose of this section to speak of the services of all of these men, but to limit it to the present members of the Board, with one exception, to be noted later.

### MR. W. W. NEAL, MARION, NORTH CAROLINA

Mr. Neal, a business man of Marion, North Carolina, was first appointed to the Board in 1913 by Governor Locke Craig and has served continuously since. He has for the past twenty years served continuously as its president. During this long period of time, he has given unstintingly of his time and energy to the affairs of the School. Over the years he has seen hundreds of boys and girls grow to fine manhood and womanhood under his guiding hand. His popularity with the deaf throughout the state is the very highest tribute to his unselfish service in their behalf.

### DR. HOWARD E. RONDTHALER, WINSTON-SALEM, N. C.

Dr. Rondthaler, President of Salem College, is himself a distinguished educator. He has served as a member of the Board since 1924. His peculiar service to the School has been his capacity to judge its work from the standpoint of a trained educator. Certainly, too, his patience, understanding, fair-mindedness and his delightful sense of humor have contributed toward the building of a better school.

### MR. W. M. SHUFORD, CONCORD, NORTH CAROLINA

Mr. Shuford's connection with the School has been long and intimate. He began as instructor in Printing in 1909; held the title of Secretary for a long time, and from 1918 to 1927 was Steward (Business Manager) of the Institution. He left the School in 1927 to become Superintendent of the Junior Order Home at Lexington, North Carolina. Shortly after that, in 1931, he was appointed to the Board, and has served continuously since. He, too, has seen many boys and girls grow up in the School and go out to take their places in society; he knows them and loves them; they seek his counsel and trust his judgment.

### DR. FRED E. MOTLEY, CHARLOTTE, NORTH CAROLINA

Dr. Motley first became interested in the School through his acquaintance with Dr. Goodwin, an acquaintance which grew into a close



## Board of Directors 1945



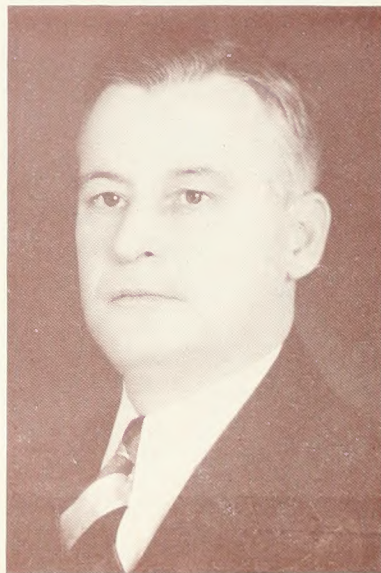
W. M. SHUFORD



F. E. MOTLEY



L. A. DYSART



W. L. MORRIS



life-long friendship. An otologist he rendered outstanding service to the School long before he joined the Board. He was appointed to the Board in 1937 and has served continuously since. His position as a distinguished specialist in the field of medicine most closely related to deafness has enabled him to render invaluable service as a member of the Board. Three years ago he was selected by the Board as consulting otologist. Since then he has spent some time each year at the School in an otological check-up of all pupils.

Because of his long friendship with Dr. Goodwin, Dr. Motley conceived the idea of the E. McK. Goodwin Scholarship Memorial Fund, now \$755.00, and this has already been of material assistance to a number of boys and girls desiring higher or collegiate education.

#### MR. H. L. WILSON, MORGANTON, NORTH CAROLINA

Mr. Wilson, a merchant, located in the same town as the School, was appointed to the Board in 1937 and has served continuously since. In 1934 he was elected its secretary, and continues to hold that position. He is also a member of the Executive Committee. Mr. Wilson grew up in Morganton, and as a boy played with the deaf boys. He, therefore, has the advantage of being acquainted with their traits. Moreover, he is thoroughly acquainted with the community of Morganton and its people. This latter factor has enabled him to render much valuable service to the School. As a wise counselor, too, he has gained the respect of all who have sought his help in matters connected with the School.

#### MR. O. A. BETTS, GOLDSBORO, NORTH CAROLINA

If the present Board members were placed in the order of their longest connection with the School, instead of the length of their service as members of the Board, Mr. Betts' name would head the list. In fact, Mr. Betts' connection with the education of the deaf in North Carolina reaches back to the days when the work with the deaf and blind was conducted jointly in the institution in Raleigh. He was a member of Dr. Goodwin's first staff of teachers in Morganton, as was Miss Sudie C. Faison, the lady whom he later married. He left the School and North Carolina to become eventually superintendent of the Central New York School for the Deaf at Rome, New York. Upon his retirement from Rome, he moved back to his wife's old home, Goldsboro, and in 1940 was appointed a member of the Board, and has served continuously since. He is Vice-President of the Board. His long service as an educator of the deaf, his knowledge of this School, and his wide acquaintance with the deaf in North Carolina, have enabled him to render the very finest service to the School. He has been able to help many deaf people with personal problems of every sort. He, too, is trusted and loved by deaf people everywhere.

### MR. L. A. DYSART, LENOIR, NORTH CAROLINA

Mr. Dysart, a banker of Lenoir, North Carolina, took the place of Mr. F. H. Coffey on the Board at the time of Mr. Coffey's untimely death three years ago. Mr. Coffey had rendered to the School unique service as Chairman of the Building Committee during the period of fire-proofing, 1938-40. Himself, a furniture manufacturer and a builder of wide experience, he was able to handle a most difficult undertaking for the School. Mr. Dysart succeeds Mr. Coffey not only as a Board member, but is also a member of the Building Committee charged with handling a considerable proposed program of Permanent Improvement. His interest in deaf children, like Mr. Coffey's, is deep and genuine.

### MR. W. L. MORRIS, MARION, NORTH CAROLINA

Mr. W. L. Morris, of Marion, N. C., was appointed to the Board of Directors of the North Carolina School for the Deaf by Governor R. Gregg Cherry, and sworn in on April 21, 1945. He took the place of Mr. W. W. Neal who retired, on April 1, 1945, after a long period of meritorious service to the School.

Mr. Morris is a native of McDowell County, and attended Davidson College. Upon leaving Davidson, he was employed by the Clinchfield Manufacturing Company, and has risen to the Presidency of the firm. His wide and long business experience well qualifies Mr. Morris for splendid service to the School.

### STEWARDS OF THE SCHOOL 1894-1945

In the business or accounting department of the School, Dr. Goodwin was fortunate throughout his administration in his selection of capable men to fill the office of Steward, now operating under the State title of Budget Officer, or Business Manager. Then, as now with Dr. Rankin, his successor, and as the roster of names indicates, they were men of outstanding ability in their chosen office, capable of relieving the Superintendent of much of the burden of accounting and general business management.

George L. Phifer, Steward .....	1891-1907
J. R. Clodfelter, Steward .....	1907-1917
W. M. Shuford, Steward .....	1917-1926
A. C. Rhodes, Steward .....	1926-1930
Mrs. A. S. Barron, Budget Office .....	1930-1944
W. K. Keeter, Business Manager .....	1944-

# The School of Today

## STATEMENT OF PURPOSE

In all Biennial Reports to the Legislature, there is usually an item giving information of a general nature concerning the purpose of the School. We give herewith the one prepared by Superintendent Rankin for his report for 1940-1942—

The North Carolina School for the Deaf is a free public school operated for the benefit of those children who are handicapped by deafness. The children are admitted to the school under the provisions of State Law. It is the aim of the School to attain the following objectives:

1. To seek in every way to help each deaf child become a well-rounded individual who fits into American community life; a person alert to life about him, informed about local, national and world affairs, capable of independent thinking and action with regard to these, socially adjusted in home and community, reverent toward those things held sacred by us as a people, loyal to our national ideals.
2. To so equip each child vocationally that he or she may be as nearly as possible self-sustaining.
3. To develop in each child, as far as possible, a strong healthy body, intelligent attitudes toward health and wholesome health habits.
4. To secure for each child, as far as possible, a formal education through twelve grades on the same level as other public schools in the State.
5. To develop in each child full capacity in speech-reading.
6. To develop in each child, as far as possible, capacity to use normal speech.

The School is *a school for the deaf*. It is not a hospital where children are treated with the hope of restoring hearing. Nor is it a school for feeble-minded; the school cannot admit children who are of such low grade intelligence as to be uneducable.

If children are physically strong and well developed, they should enter school as early as possible; especially is this to their advantage in the development of speech and ability to read the lips. We have a compulsory attendance law in North Carolina—N. C. Consolidated Statutes, Chapter 95, Article 49, which requires that the parents of every deaf child of school age place it in this school. The framers of this legislation understood that the education of a deaf child is a special undertaking, requiring specially trained teachers and a special type of equipment. The Administration of the School wishes to take this opportunity to express the hope that all school officers and teachers, all physicians and ministers of the Gospel, and all other leaders in all communities report promptly to the County Departments of Public Welfare, or to the School, the presence of deaf children not in attendance at this School. The Administration also wishes to here express sincere appreciation of the cooperation of the North Carolina Department of Public Welfare in getting deaf children into school, and to express the hope that this fine spirit of cooperation will be continued.



The North Carolina School for the Deaf is a free public school. The only fee charged is a flat fee of \$5.00 for incidental expenses. It is, of course, necessary for parents to pay bus or railroad fare to and from the School and to clothe children properly. It is of greatest importance that children have warm clothing. Experience with the problem of clothing has led us to prepare a suggested list of clothing, which may be had upon request.

If parents of deaf children are in indigent circumstances and not able to pay travel expenses to and from the School, or to clothe their children properly, they may apply to the County Department of Public Welfare for aid. If parents are unable to carry these expenses and will so state on oath before a Magistrate, the Court may order the County Department of Public Welfare to assume the expenses. Parents should in all cases notify the Superintendent when unable to undertake the expense of sending their children to this school.

### METHODS OF INSTRUCTION

"In the education of the deaf, two methods are recognized, the oral or German method, founded by Samuel Heinicke, and the manual or French method, founded by Abbe de l'Apee. For more than a century these methods have been on trial in the Old World, each method accomplishing much. A large majority of the schools of Europe use the German, or Oral method. In former years, in fact till 1867, the manual or sign method was exclusively used in the United States. Since that period, at which time the first oral school in this country was established, there has been a great many changes in methods; in fact, if one takes into consideration the fact that there was necessarily a lack of competent and experienced oral teachers, the growth and development of the oral method in American schools is remarkable. Fully eighty-five per cent of the pupils under instruction in the American schools at the present time are being taught speech and speech-reading which is included in the oral method.

"Every child that enters the North Carolina School is given a fair opportunity to learn speech, and speech-reading; and he is kept in this department unless after thorough trial it is found that through mental or physical imperfections, or advanced age, he cannot be taught successfully by the oral method.

"Not only does the School try to make scholars of those intrusted to its care, but to give them much instruction along industrial lines as will fit them to earn an independent living for themselves and families. (A more comprehensive report of this instruction may be found under the caption—"Vocational Training").

We quote the above from a statement made in 1897 by Prof. M. H. Holt, a member of the Board of Directors.

The following quotations from the more recent reports of the Principal indicate the type of instruction that is in use today:

"In our Academic subjects at the upper school, we are emphasizing language usage, getting away from so much formal "language drill." We are making an out and out drive on "training pupils to think" and we are convinced that this can be done by relating the work more directly to the child's own interests and experiences. We have found from the results of the standardized achievement tests which have been given our pupils for the last few years that they are weak in "paragraph meaning" and in reasoning ability. Greater emphasis is being laid on our social studies and on "the language of arithmetic." This department, under the direction of Mrs. Frances E. Davis, has been greatly improved in the way of more individualized teaching, in better grading and in the teaching of Reading.

"By lowering the age of admittance to our school we have been having children come to us on an average of a year and a half younger than in former years. This is a great advantage in establishing first speech patterns and in adjusting the child to the real pre-school program which we are working at in the Primary School. Under the supervision of Mrs. Julia Coburn, a modified nursery program is being worked out with these younger children. Their instruction is being better adapted to their social growth and more in accord with their age and interests. The work in Silent Reading in the Lower School and the use of the "whole word" and the "whole sentence meaning" as a means of laying the foundation for speech and lip reading are giving us a good deal of confidence that we are "on the right track." We have an increasing number of "exceptional children" which come to us year after year and we are getting better results from them by giving them handicraft, gardening, more rhythmic games and exercises, and having them taught by a combination of speech, manual spelling and natural signs. We are going on the assumption that the method is not so important as the child. These children must be taught some language, a trade by which they can make their own way and how to live with other people. By this varied and elastic program we are doing more for these slow pupils than we used to do when every child had to fit into one method.

"Our accomplishments in the Primary and in the Upper schools may be summarized as follows:

1. Better classification as a result of the Standard Achievement Tests given twice a year
2. Better Program in Acoustic Training. Hearing tests are made twice a year. We have 5 hearing aid classes, and will add another group hearing aid this year.
3. A more natural approach to the teaching of speech and language, getting away from so much formal drill and the grammatical method is now being practiced.
4. Wider use of state adopted text books and school readers and greater emphasis on reading.
5. Better correlated work between Academic and Vocational departments.





GOODWIN HALL DORMITORY



PRIMARY CLASS IN SPEECH



## Roster of Teachers 1894 - 1945

### PRINCIPALS OF EDUCATIONAL DEPARTMENT

Mr. Tunis V. Archer                      Miss Pattie W. Thomason  
Miss Fayeta Peck                      Miss Enfield Joiner  
Mrs. Pattie Thomason Tate

### ASSISTANT PRINCIPAL ADVANCED ORAL DEPARTMENT

Miss Annie McD. Ervin

### CHIEF INSTRUCTORS ORAL DEPARTMENT

Miss Anna C. Allen                      Miss Eugenia T. Welsh  
Mrs. Anna C. Hurd                      Miss N. Louise Upham

### SUPERVISING TEACHER PRIMARY DEPARTMENT

Mrs. Laura A. Winston

### SUPERVISING TEACHERS PRIMARY ORAL DEPARTMENT

Miss Fannie E. Thompson              Miss Grace E. Landers  
Miss Sarah E. Lewis                      Mrs. Julia Ervin Coburn  
Mrs. Josephine Clodfelter.              Miss Pattie W. Thomason

### HEAD TEACHER ORAL DEPARTMENT

Miss Annie McD. Ervin

### ASSISTANT PRINCIPALS ADVANCED DEPARTMENT

Miss Annie McD. Ervin                      Mrs. Frances Embry Davis

### TEACHER OF THE ACADEMIC DEPARTMENT

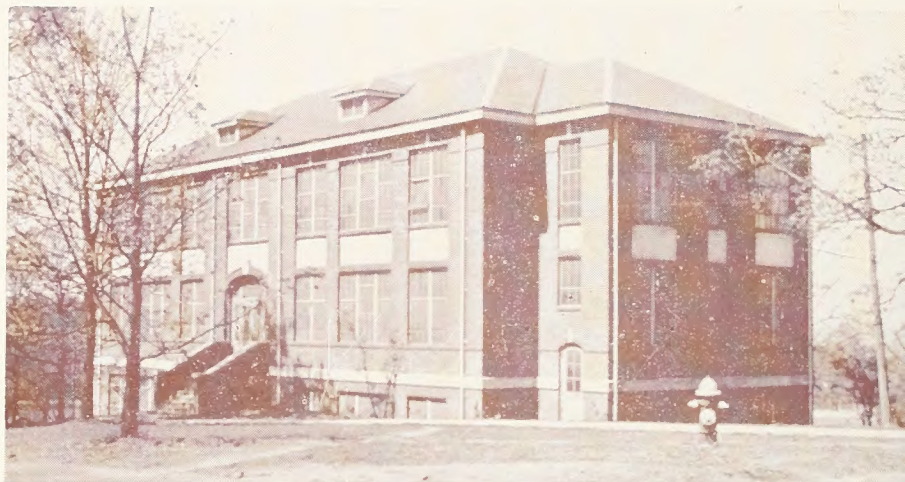
*(Arranged Alphabetically)*

Miss Sarah Abernathy	Miss Irene Bowman
Miss Sophia Alcorn	Miss Blanche Bowman
Mrs. Iva Alexander	Miss Penelope Brothers
Mrs. J. W. Alexander	Miss Grace T. Brown
Mr. J. W. Alexander	Miss Jessie Brown
Miss Dorothy Allen	Miss Mary Brown
Miss Marion Atwood	Miss Gladys Brunner
Miss Elizabeth Avery	Miss Margaret Bruner
Miss Mina Avery	Miss Mary Buckley
Mrs. Margaret Andrews Avery	Miss Lydia Burbank
	Miss Harriett Bunter
Miss Jessie Ball	
Miss Majorie Banks	Miss Pauline B. Camp
Mr. Otis A. Betts	Miss Lula Carpenter
Miss Martha C. Bell	Miss Maud Carter
Miss Frances K. Bell	Mrs. Beatrice Chapman
Mrs. Charlie Billings	Mrs. Bashie Chastian Crutchfield
Mrs. Ruth Birck	Miss Elizabeth Clark
Mrs. Eva Pate Bird	Mrs. Charlotte Conley
Mrs. Susan Sloan Boger	Mrs. Julia E. Coburn
Mrs. Sarah McConnell Boger	Miss Louise Coffee
Miss Joy Bowers	Miss Opal Coffman
Miss Alice Bowman	Mrs. Josephine Conn Clodfelter

Miss Mamie Cool	Mr. H. McP. Hofsteater
Miss Lucile Cooper	Mrs. Ollie M. Hofsteater
Mrs. Olga F. Crabtree	Miss Marcella Holtzclaw
Miss Louise A. Curtiss	Mrs. Mozelle Kibler Horton
	Miss Ona Howell
Miss Barbara Daughtery	Miss Mary Hudson
Miss Daisy B. Davis	Mr. Edwin G. Hurd
Mrs. Marie B. Davis	
Mrs. Frances E. Davis	Mrs. Nannie Fleming Jeter
Miss Virginia DeBerry	Miss Nan Jeter
Miss Blanche VanDeveer	Miss Irma Johnson
Mr. Louis R. Divine	Miss E. Ogwen Jones
Miss Emma Dobbins	Miss Olive Jones
Miss Rochie Doughty	Mrs. Orpah P. Jones
Miss Emily Dowdell	
Miss Flora Lee Dula	Miss Elizabeth B. Kellogg
Miss Mary M. Dunlap	Mrs. Lydia B. Kennedy
Miss Annie E. Dunn	Mr. Fred Kent
	Miss Edra Keplar
Miss Charlie Elmore	Miss Burkett Kibler
Miss Mary Elmore	Miss Mozelle Kibler
Miss Jean Ervin	Miss Sibelle DeF. King
Miss Elva Evans	Miss Verna King
	Miss Sarah Kinward
Mrs. Alice Falls	Miss Mae Kirskey
Miss Bessie Finn	Miss Maud Knight
	Mrs. Addie C. Knox
Mr. Ray Gallimore	Miss Esther Krallman
Miss Mary J. Gartrell	
Miss Mary P. Gartrell	Mrs. Norma LaFevers
Mrs. Catherine S. Giles	Miss Addie Landers
Mrs. Cordelia Giles	Mrs. Martha Campbell Larsen
Miss Lillian Glover	Miss Annie Leslie
Miss Anna Goldsborough	Mrs. Betty Knox Long
Miss Marjorie Gordon	Miss Ola W. Lowry
Miss Lee Griffin	Miss Kate B. Ludwig
Miss Olivia B. Grimes	Miss Edith Lutz
	Miss Margie Lynn
Miss Elizabeth Hairfield	
Miss Ethel Hampton	Miss Mary McCain
Miss Augusta Hand	Miss Nettie McDaniel
Mrs. Bleecker Malone Harbison	Miss Helen McLean
Miss Catherine Harding	Miss Mary MacNorman
Miss Hermine Haupt	
Mr. G. R. Hawkins	Miss Mary C. Mauzy
Mr. John W. Haynes, Jr.	Mrs. Nellie Menzies
Miss Carrie A. Haynes	Mr. John C. Miller
Miss Mabel L. Haynes	Miss Mabel Miller
Mr. Zacharias W. Haynes	Miss Edna Miller
Miss Charlotte Heilbecker	Mr. Robert C. Miller
Mrs. Ethel Hendricks	Mrs. Edna Bryan Miller
Miss Glennice Hicks	Miss Mildred Miller
Miss Elizabeth Higgins	Miss Helen Trafford Moore
Miss Frances Hobbie	Miss Minnie E. Morris
Mr. C. J. Holt	

Miss Louise Morrow	Mrs. Hazeline Campbell Sparks
Miss Lillian Mueller	Miss Bruce Sparks
Mr. Edward F. Mumford	Miss Elsie Spicer
Miss K. Whitley Murphy	Miss Florence B. Spruitt
Mr. J. W. Murphy	Mrs. Herbert Spencer
Miss Ermine Neal	Mrs. Anne B. Starrett
Miss Roberta Neal	Miss Martha C. Stauffer
Miss Carrie G. Nimocks	Miss Jessie Stevens
Miss Susan H. Norris	Miss Carrie Stinson
Miss Nannie C. Orr	Mrs. Edith M. Study
Miss Francina Oussler	Miss Grace E. Taft
Miss Elizabeth Palmer	Miss Dorothy Tanner
Miss Abbie Palmer	Miss Charlie Taylor
Miss Livingston Patton	Miss Katherine Taylor
Miss Lucille Pearson	Miss M. Elizabeth Taylor
Miss Mary Pearson	Mrs. Katherine W. Thomason
Miss Marion Peterson	Miss Ruth Thompson
Miss Constance Quackenbos	Miss Troy Thweatt
Miss Mary Francis Ragin	Mr. David R. Tillinghast
Miss Theresa Ralshouse	Miss Robbie Tillinghast
Miss Ada Rankin	Miss Laura Tillsworth
Miss Linnie Rankin	Miss Evelyn Timberlake
Miss Ora Ray	Mrs. Marjorie Miller Triebert
Miss Hester Reed	Mrs. Mary B. Tuttle
Miss Ella Renard	Mr. Odie W. Underhill
Miss Beulah Renn	Mrs. Rose M. Underhill
Miss E. Ethel Richards	Miss Mary Vance
Miss Pearl Ridgeway	Miss Sarah Wakefield
Miss K. Thomas Riggs	Miss Lillian Wakefield
Miss Margaret H. Roberts	Mrs. Tucker Jeter Walker
Mrs. Irene B. Ross	Mrs. Elizabeth Walker
Miss Stella V. Rupley	Miss Dorothy Wall
Miss M. Kay Sallie	Mrs. Jessie Ervin Warber
Miss Kathleen B. Scott	Miss Nellie M. Warren
Miss Cleda Shiflet	Miss Josephine Washington
Mrs. Bettie Bird Shuford	Mrs. Helen W. Watkins
Miss Mattie Simms	Miss Elizabeth Watkins
Miss Emma Sitton	Miss Helen Watrous
Miss Fannie C. Smith	Miss Sue White
Miss Gertrude Sorrells	Miss Juanita Whitworth
Miss Mary Spainhour	Miss Gertrude Wildt
Miss Virginia Spainhour	Miss Edna Wingman
Miss Willie C. Spainhour	Miss Daisy Young
	Miss Ethel Van Zant





BOYS' VOCATIONAL BUILDING



GYMNASIUM AND SWIMMING POOL

## HISTORY OF NORMAL TRAINING

In May 1930, on the Fortieth Anniversary of the founding of the North Carolina School for the Deaf, Dr. Goodwin wrote the following sketch of the normal training work:

"It has been our purpose and custom since our School first opened in 1894 to train teachers for special work with the deaf. We have emphasized from time to time the necessity of better trained teachers and even have endeavored to raise the standard in teacher training." As was so wisely expressed by Dr. Goodwin in his last write-up of this work, the North Carolina School has continued to train teachers and under Dr. Rankin's leadership the program is going forward.

The real beginning of the Normal Training work at the North Carolina School for the Deaf was made when the service of Professor E. McKee Goodwin was secured as Superintendent. The first report of the Board of Directors had to say of him—"Prof. E. McK. Goodwin is an expert teacher of many years experience, a man of eminent character and culture." Recognizing his own need of special training and for first-hand experience in teaching deaf children before he could properly direct the educational program of the School, Professor Goodwin went to the Iowa School for the Deaf to equip himself for his work. He received his training "in service training" we call it now—and taught two years in this school. His ability as a "good teacher of the Deaf" was soon recognized, and he came back to North Carolina to undertake the responsibilities as Superintendent with good training received from this well established mid-western School. This teaching experience in one of the best schools of that day was one of the foundation stones in the work of training teachers in the North Carolina School.

The second step in Professor Goodwin's preparation for teacher training work was his attendance, as a delegate for North Carolina, at the first summer meeting of the Association to Promote the Teaching of Speech to the Deaf, at Lake George, New York, on July 1, 1891. Here he met Dr. Alexander Graham Bell, Dr. A. L. E. Crouter, Miss Caroline Yale, Dr. Westervelt and other distinguished educators of the Deaf. He learned from them what was being done for Deaf children thru Oral education and backed by his Board of Directors—several of them also attended this Lake George meeting—he became an Oral enthusiast and started to train teachers for this work.

## NORMAL TRAINING IN THE NORTH CAROLINA SCHOOL FOR THE DEAF

The training of teachers of the Deaf was started in North Carolina in 1893, in the school for the Deaf in Raleigh. Miss Anna C. Allen of the Pennsylvania School was the first normal instructor. Miss Eugenia T. Welsh was the first normal student. The following year, when the school was



opened at Morganton there were two Normal Students, Miss Nannie Fleming of Raleigh and Miss Stella Hanmer of New York. They were assigned Oral Classes under Miss Allen's supervision and thus the training of speech teachers was started at this school. These three Normal Training teachers together with Miss Allen taught twenty-five pupils by the Oral method with very encouraging results. The following is from Miss Allen's report in December 1, 1894:

"Is it too much to hope that the time is not far distant when every child coming to the North Carolina School for the Deaf and Dumb shall have such powers of speech and hearing as he may possess, developed to the utmost under the instruction of earnest, competent teachers?"

In the next biennial report (1896), Miss Allen reported an increase in the Oral classes from twenty-five to sixty pupils. Five teachers and one normal student instructed these pupils in six classes. Mrs. Anna C. Hurd, a brilliant young Primary teacher, from the Pennsylvania School came to North Carolina this year, 1895, and had a class of ten "totally deaf" little children. And it is of interest to read from Dr. Goodwin's report in 1896: "Mrs. Hurd gave an exemplification of methods at the Convention of American Instructors in Columbus, Ohio in July 1895 and demonstrated with a pupil, Minnie Hartsell, from this class. We had cause to feel proud of the work of our school. The Convention received the work cordially."

In 1897 Mrs. Hurd took charge of the Oral Department and organized the training of teachers on a very sound basis. She continued to demonstrate her methods of speech and language teaching at Conventions of Instructors and her reputation as a professional leader became well established. She remained in North Carolina until 1906 when she and Mr. Hurd went to the Rhode Island School where he became superintendent and she, principal. Dr. Goodwin was often heard to remark that "Mrs. Hurd put my school on the map."

Following Mrs. Hurd's resignation as head of the Oral Department and chief Normal Instructor, came Miss Louise Upham, a specialist in Primary work from Clarke School. Her work kept up to the high standard set by Mrs. Hurd, and brought into the school many valuable helps to better speech and language teaching.

In 1912 Miss Fayette Peck of the New York and Scranton schools came in as Principal and Normal Instructor. She remained for six years and did excellent work. Dr. Goodwin often spoke thus of her work, "Miss Peck was an unusually good organizer and introduced many good things into my school."

One of the high spots in the Normal training history in this school was the coming of Miss Enfield Joiner to the school in 1917. Miss Joiner, a graduate of the Clarke School training class and a native of Talladega,



Alabama, had held several headships when she came to North Carolina as Principal. Through her writings in the professional magazines and her frequent appearances on the programs at Conventions, Miss Joiner was recognized as an authority on the education of deaf children. After one year of successful work in the school she was "drafted into the service of her country" (1918) and went to Washington to take over the work the Government was planning for the deafened soldiers. The place vacated by Miss Joiner was filled by Miss Pattie Thomason of the Rhode Island and Newark schools. She had also taught in the Mt. Airy School and in the New York School. Her work in Voice Development and Rhythm was recognized as a valuable contribution to the problem of securing better speech with deaf children. She remained as Principal for four years, when she resigned to be married. Miss Joiner returned to North Carolina in 1923 as Principal and carried through a period of Normal Training from 1923 to 1938 which was the most extensive teacher training work done in the North Carolina School. Most of the teachers in the school today were trained by Miss Joiner.

In the spring of 1938 Miss Joiner resigned and Mrs. Pattie Thomason Tate took her place. The Training of teachers continues under Mrs. Tate's direction. One or two important changes that have been made in the Normal Training Course since Mrs. Tate's return to the School should be noted:

- (1) A plan has been worked out with the University of North Carolina whereby a Normal Student may secure a Master's degree in a period of approximately two years by taking the regular training course at the North Carolina School for the Deaf and certain required courses at the University. Most of these courses may be taken at the University during the summer period, allowing the student to spend the greater part of the school year at the North Carolina School for the Deaf in observation and practice teaching. This secures for the student an increase in her certification rating and consequent increase in salary.
- (2) Second, a young teacher may also enter the regular training class without undertaking the work for the Master's degree. In that case she enters as a regular teacher on the state salary scale, and takes a Normal Training Course conducted entirely at Morganton and covering two years. Under this arrangement, the teacher meets with certain members of the faculty for lecture hours over the two years and spends a portion of time in other grades than the one she is teaching in for observation and practice teaching.
- (3) A third, and perhaps, most important change in the Normal Training work has been the introduction of training for all Normal Teachers in Auricular work. This consists of a study of the construction and operation of the electric hearing aid; study of audiometric testing; the reading of audiograms; and observation and practice teaching with group hearing aids.

These changes in the Normal Training work at the North Carolina School for the Deaf are, of course, in line with the best thought and practices in Normal Training work throughout the country. To Mrs. Tate should go the credit for these advances.



SPEECH CLASS USING HEARING AIDS



ORAL CLASS IN GEOGRAPHY

The following is the roster of normal students who received training at this school since 1894:

<i>Session</i>	<i>Normal Students</i>	<i>In Charge of Training</i>
1893-94—	Miss Eugenia T. Welsh	Miss Anna C. Allen
1894-95—	Miss Nannie Fleming	Miss Anna C. Allen
	Miss Helen Moore	
1895-96—	Miss Carrie R. Stinson	Miss Anna C. Allen
	Miss Evelyn Simms	
	Miss Frances Burr Way	
	Miss Flora Lee Dula	
1896-97—	Miss Hesta Reed	Mrs. Anna C. Hurd
	Miss Annie McD. Ervin	
1897-98—	Miss Carrie Nimmocks	Mrs. Anna C. Hurd
1898-99—	Miss Elizabeth Avery	Mrs. Anna C. Hurd
1900-01—	Miss Mabel Haynes	Mrs. Anna C. Hurd
1907-08—	Miss Carrie Haynes	Miss Louise Upham
1912-13—	Miss Bruce Parks	Miss Fayette Peck
	Miss Lucile Pearson	
1913-14—	Miss Jos. Washington	Miss Fayette Peck
	Miss Lydia Babcock	
	Miss Pearl Trogden	
	Miss Irene Bowman	
	Miss Lillian Miller	
1914-15—	Miss Kathryn Taylor	Miss Fayette Peck
	Miss Annie Cobb	
	Miss Sara Wakefield	
	Miss Grace Holloway	
1915-16—	Miss Lillian Wakefield	Miss Fayette Peck
	Miss Penelope Brothers	
	Miss Belle Corpening	
	Miss Mary Bowman	
1916-17—	Miss Marie Pearson	Miss Fayette Peck
	Miss Minnie Abernathy	
	Miss Mabel Davis	
	Miss Mary New	
	Miss Lillian Roberts	
1917-18—	Miss Elizabeth Anderson	Miss Enfield Joiner
	Miss Lee Griffen	
	Miss Lettie Walker McKinney	
	Miss Julia McNairy	
1918-19—	Miss Marie Ballard	Miss Pattie Thomason
	Miss Elizabeth Walten	
	Miss Rachael Hill	
	Miss Annie Catherine Matheny	
1920-21—	Miss Kate L. Wood	Miss Pattie Thomason
	Miss Frances Embry	
	Miss Annie V. Craig	
	Miss Maude Knight	
	Miss Katherine Cowles	
1921-22—	Miss Margie Lynn	Mrs. Frank P. Tate
	Miss Virginia DeBerry	(formerly Pattie Thomason)
	Miss Edith Barnett	
	Miss Evelyn Timberlake	
	Miss Stella B. Hammer	



<i>Session</i>	<i>Normal Students</i>	<i>In Charge of Training</i>
1922-23	Miss Nellie Hilton Miss Alma Weaver Miss Louise Ross Miss Katherine Walton	Mrs. Frank P. Tate
1923-24	Miss Cleta Shiflet Miss Christine Wilkes, A. B. Miss Katherine McMillan, A. B. Miss Mary E. Taylor Miss Louis R. Divine	Miss Enfield Joiner
1924-25	Miss Marjorie Gordon Miss Dorothy Allen Miss Mary Vance Mrs. Addie C. Knox Miss Annie Leslie Miss Katherine Cowles (Repeated Training)	Miss Enfield Joiner
1929-30	Miss Frances Hobbie Miss Troy Thweatt Miss Hope Divine Miss Mozelle Kibler Miss Anne Clarke Miss Dorothy Wall	Miss Enfield Joiner
1926-27	Mrs. Ray Pearce Miss Rosalie Kidwell Mr. Fred Kent Miss Dorothy Tanner Miss Mildred Davis	Miss Enfield Joiner
1927-28	Miss Nan Jeter, A. B. Miss Mabel Miller Miss Jessie Stevens Miss Louise Coffey Miss Livingston Patton	Miss Enfield Joiner
1928-29	Mrs. Mae Kirksey Miss Tucker Jeter Miss Ada Rankin Miss Mary Frances Ragin Miss Beatrice Sparks, A. B.	Miss Enfield Joiner
1929-30	Miss Frances Hobbie Miss Mary Buckley Miss Elizabeth Hairfield Miss Mary McCain Miss Margaret Thompson Mrs. Tudor Jones Miss Burkett Kibler Mr. John W. Haynes, Jr.	Miss Enfield Joiner
1930-31	Miss Mary A. Brown Miss Naomi Nortz, A. B. Miss Jean Ervin, A. B. Miss Juanita Wilworth Miss Emily Dowdell, A. B. Miss Cordelia Harper, A. B. Miss Joy Bowers	Miss Enfield Joiner
1931-32	Miss Joy Bowers Miss Mary A. Brown	Miss Enfield Joiner

<i>Session</i>	<i>Normal Students</i>	<i>In Charge of Training</i>
	Miss Jean Ervin, V. A. Miss Emily Dowdell, B. A. Miss Cordelia Harper, B. A. Miss Naomi Nortz, B. S.	
1932-33	Mrs. Iva Alexander Miss Kate Newland Boger, B. A. Miss Martha Campbell, B. A. Miss Charlotte Heilhecker Miss Helen Mae McLean Miss Ermine Neal	Miss Enfield Joiner
1933-34	Miss Margaret Abernathy Miss Sarah Abernathy, A. B. Miss Anne Boger Miss Hazeline Campbell, B. A. Miss Bleecker Malone Miss Sarah Hubbard McConnell Miss Mary Elizabeth Taylor Miss Eugenia Stubbins, B. S.	Miss Enfield Joiner
1934-35	Miss Catherine Harding, B. S. Miss Lula Belle Highsmith, B. A. Miss Marguerite Stoner, B. S. Miss Sue Griffin Webb, B. A. Miss Edna Miller, B. A. Miss Roberta Neal Miss Alice Kent, B. A. Miss Mathilda Kyser	Miss Enfield Joiner
1935-36	Miss Mina Avery, B. A. Miss Catherine Sims, B. S. Miss Dorothy Poag, B. A. Miss Elizabeth Newland, B. A. Miss Nevelyn Wall	Miss Enfield Joiner
1936-37	Miss Marcella Holtzclaw, B. A. Miss Barbara Dougherty, B. A. Mr. Fred L. Sparks, Jr. B. E. Miss Sue White, B. A.	Miss Enfield Joiner
1937-38	Miss Olga Frisard, B. A. Miss Katherine Newland Mrs. Margaret Robinson Miss Susan E. Sloan, B. A. Miss Virginia Spainhour, B. A.	Miss Enfield Joiner
1938-39	Miss Alice Andrews, A. B. Miss Margaret Andrews, B. S. Miss Camille Rogers, A. B. Mrs. Alice Street Falls, A. B. Miss Flora Hawley, A. B.	Miss Enfield Joiner
1938-39	Mr. J. E. Chrisman, B. S. Miss Regina Cobb, A. B. Miss Betty Gaither Miss Virginia Dowdell, A. B. Miss Mary Spainhour, B. S. Miss Nellie Wheeler, B. S. Miss Alice Dickinson, B. S.	Mrs. Frank P. Tate
1940-41	Miss Hazel Cress, A. B. Mr. Milford W. Cress, A. B. Miss Harriett Tate Greene, A. B.	Mrs. Frank P. Tate



BOY SCOUTS



CLASS IN SWIMMING



<i>Session</i>	<i>Normal Students</i>	<i>In Charge of Training</i>
	Miss Norma J. Cheatham, A. B.	
	Miss Edra Keplar, B. S.	
	Miss Masie Estelle Smith, A. B.	
1941-42—	Mr. C. J. Holt, B. S. _____	
	Miss Doris Huff, B. S.	Mrs. Frank P. Tate
	Miss Bertha Reece, B. S.	
	Miss Elva Evans A. B.	
1942-43—	Miss Betty Knox, B. A. _____	Mrs. Frank P. Tate
1943-44—	Miss Mary Hudson, B. A. _____	Mrs. Frank P. Tate
1944-45—	Mrs. Dorothy Smith, B. S. _____	Mrs. Frank P. Tate

### RELIGIOUS AND MORAL TRAINING

Religious and moral training have been given a prominent place in the education of the deaf throughout its one hundred years of history. The Act providing for education of those handicapped by loss of hearing and sight emphasized the need for "Moral and Religious Training." Those in charge of the work have been, throughout, men of deep religious convictions who sensed the need for development of this phase of human character.

Dr. E. McKee Goodwin, perhaps one of the most deeply religious men North Carolina has produced, sought from the very beginning of the School at Morganton, to give proper emphasis to religious and moral training. His Sunday services and morning assemblies, most of which he personally conducted, were always pointed toward building these factors into the lives of boys and girls.

From the very beginning, teachers were required to teach Sunday School as a regular part of their work. This still is the practice in the School. Teachers meet their classes at 9:15 on Sunday morning, and a half hour of religious instruction is given. Standard Sunday School literature is used.

Each Sunday afternoon at three o'clock, an invited minister or a member of the school staff conducts a student church service in the school the auditorium is filled. The services are often conducted by the leader the auditorium is filled. The services are often conducted by the leader in the sign and finger spelling language. In cases where the speaker is unable to use signs, an interpreter is used. The reason for this practice is that lip reading is not an effective means of communication at greater distance than eight or ten feet.

On Wednesday morning at eighty-thirty children go to the auditorium instead of directly to class. The meeting is utilized for announcements having to do with student life and school work in particular—it is, however more than that. Usually a student is called upon to lead in the Lord's prayer. This is generally followed by a group recitation of assigned memory verses from the Bible, after this some moral question which has been raised is given emphasis in a brief talk by the Superintendent, or by a selected staff member.

For many years the Christian Endeavor Society in the School has been the center of student discussion of moral and religious questions. One member of the staff is generally selected as advisor to the Society and serves with the officers in making out the programs. The programs, once they are made out, are left in the hands of the students and are conducted as they choose. That this work does reflect itself in student life is unanimously attested to by the teaching staff.

There is definite need for more phases of character building work along the broad general line of social hygiene. Again, all staff members are agreed upon this need. Plans are now being worked out for the undertaking of this phase of character building within the next school year.

#### VISITING CLERGYMEN

Throughout the fifty years of the School, prominent evangelists to the Deaf have conducted services at the school. Their roster includes:

Rev. Job Turner (Episcopal)	1894-1902
Rev. J. W. Michaels (Baptist)	1905-1936
Rev. Robert C. Fletcher (Episcopal)	1928-1943
Rev. Roma C. Fortune (Episcopal)	1912-1943
Rev. Herbert R. Smoak (Episcopal)	1940-1944
Rev. J. W. Gardner (Baptist)	1938-
Rev. J. R. Fortune (Episcopal)	1943-
Rev. Andrew C. Miller (Presbyterian)	1930-

It is interesting to note here that Rev. Roma Fortune, one of the first graduates of this School, was ordained priest in the Episcopal Church (Diocese of North Carolina) in 1916. For many years he was rector of the Ephphatha Church of Durham, N. C., one of the few churches built exclusively for deaf congregations. Since his death in 1943, he has been succeeded there and in the field of special mission to the deaf in the state by his son, James R., who was ordained in April, 1945.

#### HEALTH AND PHYSICAL EDUCATION

Perhaps a program of Health and Physical Education in a school for the deaf has an even more vital place than in a hearing school. In the first place, the deaf child must leave home for nine months of the year, and must, therefore, get at least three-fourths of his physical development at the School. That is, for nine months of the year the School has the responsibility to provide for plenty of wholesome physical exercise and play, and must help him build wholesome health habits. In the second place, a well developed program of interscholastic sports in a school for the deaf provides one of the finest opportunities for deaf boys and girls to come into contact with hearing boys and girls, learn to communicate more freely with them, and to build habits of social intercourse that will be invaluable throughout life.

For many years three basic ideas have been at the heart of the work in Health and Physical Education at the North Carolina School. The School is a member of the Western Conference of the North Carolina High School Athletic Association. For many years its teams have participated in the schedule of conference games. That this participation has meant much in the lives of the students is attested every year by the enthusiasm of the entire student body.

Along with the schedule of games, has always gone a program of Health Education which provides for: (1) regular periodic physical check-up, including at least one yearly check-up by a dentist, an otologist, and a general physical examination by the School physician; (2) A daily play program which includes all children; (3) Special attention to those whose physical needs require it; and (4) Classroom instruction in health.

#### PHYSICAL DIRECTORS

Miss Inez Boynton .....	1924-1925
Miss Helen M. Kent .....	1925-1928
Miss Hazel Dickinson .....	1928-1930
Miss Lolita Cox .....	1930-1932
Miss Margaret Abernathy .....	1932-1935
Miss Bobbie Wolfe .....	1935-1937
Miss Alice Dickinson .....	1937-1939
Miss Julia Wayt .....	1939-1943
Miss Charline Rotha .....	1943-

#### ART DEPARTMENT

It is generally conceded by educators and scientists that the loss of one sense increases the power of the remaining senses, and it is nowhere more apparent than with the deaf, as shown in their peculiar power to observe and imitate. This faculty is requisite for a successful student of art. We believe no study will develop the child's mind more than drawing. For a number of years special attention was given to free-hand drawing in all classes and those showing special talent were given more time in special classes of painting in oil, water colors, crayon, and sketching from nature, under the able instruction of Mrs. Sudie Faison Betts. These classes occupied the studio on the third floor of the original School Building a room well lighted by six double windows and a sky-light. The work by the art classes took first premium at the State Fair in 1899. As the vocational department developed it was found more expedient to place all the older pupils in classes where the training might be of a more practical nature. The younger group of children were given more training in applied arts and handicrafts thus supplying the training in drawing which had formerly been given under a special teacher.





VOCATIONAL EXHIBIT



HAND CRAFTS

## VOCATIONAL INSTRUCTION

No better appraisal could be made of the objectives in vocational guidance and training undertaken by the School than that given by Odie W. Underhill, Director of this department, in a recent summary submitted for the permanent report to the Legislature, extracts of which are here reproduced.

General plan adopted to follow in our vocational training work:

1. Elementary crafts for hand skills (small boys and girls—3rd grade.)
2. Pre-vocational (exploratory). General shop and vocational agriculture for boys of intermediate grades.
3. Vocational instruction (chosen trade), for boys and girls of the advanced department.
4. Placement under our cooperative rehabilitation plan—training in an industrial school plant.
5. Follow-up program by continuous checking through the Bureau of Labor for the Deaf to help the individual adjust himself to the changing conditions in industry.

Instruction and training are given in the following vocations:

Boys	Girls
Handicrafts	Handicrafts for Younger Girls
Primary Wood Work	Homecrafts for Older Girls
Advanced Wood Work	Primary Needle Work and Mending
Printing and Allied Trades	Advanced Sewing and Dressmaking
Dry Cleaning and Pressing	Typing
Metal Work	Home Economics
Vocational Agriculture	Home Laundering
(Dairy, Poultry and Garden)	

In May of each year the department puts on a public exhibit of vocational work in the school auditorium, each shop having on display only products of the work done during the same year. Each succeeding exhibit has been marked with real progress in attaining the desired goals in our vocational program.

In October 1941 the school had a booth in the educational section at the State Fair in Raleigh for the first time since 1899. The value of this effort could be readily seen in the state-wide publicity for our school and its work.

### BOYS' VOCATIONAL TRAINING

The program provides two semesters of 108 days each, two hours each school day and four hours on Saturdays, making a total of 576 shop hours for the entire school year. Due to lack of adequate shop accommodations, the younger boys are divided into two groups, each alternating three days in the shop and three days doing "home help work" in the buildings, or on the campus.



Each boy of the 5th grade and above is assigned to his class at the opening of each semester, after a personal consultation and study of his aptitude, home environment and wishes. In most cases each vocational class of younger students is the same as in the academic department.

In the handicrafts shop the little boys find an opportunity to satisfy their native instinct to use their hands. Under proper instruction and guidance they develop good work habits and hand skills. This early training is essential to successful learning and good workmanship in the vocation training to follow.

Classes in primary wood work are given such projects as would develop in each boy the desirable traits that will make a good apprentice of him as he goes along in his vocational training work. Hand skill as well as head work is stressed at all times in this shop.

In advanced wood work students are given a good deal of practical training in carpentry and cabinet-making. They also learn to do repair and alteration work which is essential to home life. Graduates from this shop have no trouble in securing steady employment in furniture factories or in war plants. This old shop may be identified with the lives of hundreds of boys who have left school since 1894.

The print shop has been keeping up its standard of instruction and training. It is of interest to note that 95 per cent of the boys, who have learned printing in this shop, are today following the trade with marked success and entire satisfaction to the employer.

The old tailor shop has given way to a new project—that of dry-cleaning and pressing. New equipment was purchased and today the shop is doing a fine service in not only keeping the students' clothes conditioned but contributing to their neat appearance. Boys of limited academic ability can be gainfully trained in this shop to secure steady employment. Several are now employed in some of the larger cleaning and pressing establishments of the State.

At last our long cherished dream for instruction in vocational agriculture has come true in the appointment of Mr. Glenn R. Hawkins, of Nebraska, who by experience and training is well qualified for the position. Every boy 14 years old and over is given an opportunity to learn something of agriculture. We hope soon to have regular classes composed of both boys and girls, also 4-H clubs.

Metal Work was added to our vocational training program in the fall of 1943. It has proved to be excellent training for a number of boys with limited academic ability but good mechanical talents. Already four are employed in war production work.



## GIRLS' VOCATIONAL TRAINING

The girls' vocational program offers each older girl an equal chance at training in three essentials: Cooking, Dress-making and Home-making. Each girl of the 7th grade and over has 396 class hours of instruction and training during the school year divided as follows:

Home Economics .....	120 hours
Sewing and Dress-making .....	120 hours
Home Crafts including Weaving .....	72 hours
Cloth Mending .....	48 hours
Home Laundering .....	36 hours

Each of the younger girls receives instruction and training in the following vocations:

Primary Needle Work and Mending .....	144 hours
Handicrafts .....	144 hours
Home Laundering .....	36 hours

The girls of the high school have 180 hours of instruction and training in typing during the school year. Their progress charts show steady improvement in speed and accuracy. Already four graduates have secured employment as office typists and we have requests for more typists.

In the handicraft shop the older girls are given projects in wood work, home repair work, loom weaving, knitting, making useful articles out of waste materials, simple furniture making, varnishing and painting and picture framing. They will use the ability and skill acquired in this shop in home repairs, beautification and improvement. The younger girls have projects such as making wooden toys, making articles from waste materials, making rugs, primary weaving by hand and on the looms and painting.

The older girls have made splendid progress in sewing and dress-making under the experienced instruction of Miss Cora Byrd. Each girl makes one or more dresses for herself each year and the quality of her work is a real credit to the training work in that shop. They hold a fashion show about Easter time each year. For the past two years the girls have made a great many serviceable dresses, slacks, aprons and suits out of print cloth from poultry feed sacks, the actual cost of each dress being 10 or 15 cents. The girls, too, have made scores of Red Cross gowns and bed-room slippers, and knitted sweaters and gloves for use by the Armed Forces. Out of that old sewing shop have gone forth into the world hundreds of girls who are today using their needle skills to good advantage in their homes.

Since we installed a new electric range, the classes in Home Economics have made excellent progress in the culinary art. They learn about nutrition, marketing and budgeting, besides cooking. This year they are taking lessons in dairy products and in canning.



CLASS IN PRINTING



CLASS IN HOME ECONOMICS



## PRINTING AT THE SCHOOL

"North Carolina has the honor of publishing the first paper at a School for the Deaf in the United States. The paper was started at the School for the Deaf and the Blind at Raleigh, sometime in the fifties and was called THE DEAF MUTE CASKET. Mr. W. D. Cooke, the first superintendent of the school was the editor. During Mr. Cooke's superintendency the state printing was all done in the office of the Casket. The office was at that time well fitted out and did a great deal of job work, besides the state printing. The American Annals of the Deaf was also printed in the office of the Casket. During the war of 1860, a large portion of the Confederate States money was printed in this office. The writer of this paragraph, Mr. Z. W. Haynes, deceased, stated that he had seen stacks of crisp Confederate bills in the Casket office which, if good money now, would amount to an immense fortune. Connected with the office was a bookbindery, where several deaf boys became good book binders."

The original equipment consisted of a printing press, and a small steam engine which was also used to grind meal and to cut wood. Books for the blind, using raised letters, were produced in the shop.

There is no definite record of its existence after the Civil War, but with the going out of John Nichols, the principal, himself a printer, the old shop was permanently closed.

In October 1895 printing was introduced into the industrial training department at the new school. Two Chandler and Price job presses, six double stand-cabinets of type and a hand-power paper cutter were equipments installed. The first shop was over the boiler room—nice and warm in winter, but uncomfortably warm in spring and fall.

There the KELLY MESSENGER made its first appearance September, 1895, with E. McKee Goodwin as editor and H. McP. Hofsteater as instructor of printing. In September, 1903, the paper was rechristened THE DEAF CAROLINIAN, as a name better identifying its purpose.

From 1896 to 1905 the paper was edited by the "Superintendent and corps of Teachers." Edwin G. Hurd was the editor during the 1905-06 session. He was followed by Mrs. L. A. Winston who served in that capacity until 1909 and was succeeded by Miss Olivia Blount Grimes. For the next twelve years Miss Grimes edited the paper, putting it on a high standard of journalism. W. M. Shuford, who had been instructor of printing since 1909, succeeded her and continued the high standing until 1926.

Odie W. Underhill, who began his vocational training as the "printer's devil" in the old shop back in 1895, was made editor and has continuously served in that capacity to this time with the exception of the 1939-40 session when John W. Alexander acted temporarily as editor.



Until September, 1913, the type in the school publication was all hand-set. The first typesetting machine was installed, and to date it is still in service. The print shop was moved in 1909 to a cooler room in the front of the old industrial building. A new drum revolution press was put in use. In February 1928 the print shop was moved to its present quarters in the new Boys' Vocational Building. New equipment has been added from time to time and today our print shop is considered among the most completely equipped of any school in the country.

Out of this print shop a hundred and seventy-eight boys have followed the trade, according to a recent survey of the Bureau of Labor for the Deaf.

#### VOCATIONAL TEACHERS — 1894-1945

<i>Name of Teacher</i>	<i>Vocation</i>	<i>Years</i>
Miss Laura Baucom	Sewing and Dress-making	1901-1903
Miss Ida Bell	Sewing	1902-1911
J. W. Berry	Shoe Repairing	1928-1930
Miss Sudie Faison Betts	Art and Free-hand Drawing	1894-1906
Miss Susie Blanton	Laundrying	1936-1938
V. S. Birck	Crafts (boys)	1913-1916
Miss Annie B. Brantley	Domestic Science	1926-1928
Mrs. Ethel Bridges	Laundrying	1940-1942
Chas. F. Brown	Carpentry	1900-1903
Geo. K. Brown	Printing	1938-
Miss Hazel Burley	Domestic Science	1914-1921
Miss Cora Byrd	Sewing and Dress-making	1914-
Miss Hazeline Campbell	Domestic Science	1932-1933
Miss Martha Campbell	Domestic Science	1930-1932
Lynden F. Carr	Shoe Repairing	1928-1930
France Cline	Dairying	1928-1936
Miss Nora Coffey	Laundrying	1905-1912
Geo. L. Cole	Printing	1922-1926
Paul Crutchfield	Primary Wood Work	1938-1944
Ralph Crutchfield	Primary Wood Work	1944-
H. W. Davis	Wood Working	1944-
Mrs. L. R. Divine	Domestic Science	1921-1926
Horace Duke	Printing	1936-1944
Miss Lizzie Ellington	Sewing and Dress-making	1897-1900
Henry Freeman	General Shop	1944-
Miss Betty Gaither	Typing and Arts	1938-1940
Ray Gallimore	Boy's Handicrafts	1937-1941
M. J. Green	Carpentry	1903-1905
V. V. Hallman	Carpentry	1897-1900
F. U. Hammond	Woodworking	1913-1914
Miss Ethel Hampton	Primary Sewing and Mending	1939-
Miss Sallie Hart	Cooking	1900-1903
G. R. Hawkins	Manual Arts	1928-1934
G. R. Hawkins	Vocational Agriculture	1942-

Mrs. G. R. Hawkins	Girls' Handicrafts	1944-
H. McP. Hofsteater	Printing	1896-1905
Mis Agnes Hunsicker	Cooking	1903-1905
Miss May Hunter	Handicrafts	1905-1910
Miss Annie Keith	Sewing	1911-1914
O. E. McBrayer	Agriculture	1903-1907
Thos. P. McKoy	Carpentry	1895-1897
Miss Harleston McIntosh	Home Economics	1944-
F. T. Meacham	Agriculture	1900-1903
Arthur M. Merilla	Tailoring	1921-1939
Arthur M. Merilla	Dry Cleaning and Cloth Repairing	1939
Miss Laura Militzer	Handicrafts	1910-1912
Geo. P. Morrison	Shoe Making	1922-1933
R. M. McAdams	General Shop	1937-1939
Miss Roberta Neal	Domestic Science	1932-1933
Miss Mary Nash	Sewing	1895-1897
Miss Josie Nussman	Sewing and Dress-Making	1900-1902
John Oxford	Metal Work	1944-
Miss Kathleen Parker	Girls' Handicrafts	1937-1944
Miss Julia Potts	Cooking	1905-1914
Miss Sarah Redfern	Domestic Science	1926-1928
Miss Anna Ross	Laundering	1907-
Miss Anna Ross	Baking	1908-
Miss M. Kay Sallee	Handicrafts	1912-1916
W. M. Shuford	Printing	1909-1922
Dewey Sizemore	Shoe Repairing	1918-1922
C. L. Smith	Wood Working	1909-1913
J. L. Sparks	Agriculture	1907-1930
C. V. Staley	Domestic Science	1928-
Mrs. Luther Sparks	Wood Working	1907-1909
Fred L. Sparks, Jr.	General Shop	1935-1937
Miss Mary Spainhour	Home Economics	1938-1939
W. B. Tarkinton	Printing	1905-1919
W. A. Townsend	Shoe Repairing	1896-1918
J. A. Taylor	Dairying	1927-1928
O. W. Underhill	Printing	1926-1938
O. W. Underhill	Director Vocational Education	1938-
Claude Webb	Dairying	1938-
H. A. Webber	Baking	1896-1898
Miss Adelaide Webster	Domestic Science	1939-1943
Miss Lizzie York	Laundering	1900-1905





EXHIBIT OF WOOD-WORK



EXHIBIT OF COSTUMES BY CLASSES IN SEWING



## THE BOY AND GIRL SCOUTS

Boy and Girl Scout work has long been a regular part of the program of the School. Originally, the Boy Scouts were part of a Morganton troop and responsible directly to Boy Scout Headquarters. Twenty-one years ago the Piedmont Council with headquarters at Gastonia, North Carolina was organized, and Troop 3 of the North Carolina School for the Deaf was chartered. The troop has had a continuous and outstanding history since that date. Its records show seven Eagle Scouts. Its membership at the present time is fifty-five. It has always been distinguished in the Piedmont Council for its thorough work and its enthusiasm. Since establishment of the Piedmont Boy Scout Camp on Lake Lanier at Tryon, North Carolina, a group of boys has gone to camp each summer and has participated enthusiastically in camp activities.

Five years ago Cub Pack No. 9 was organized. Boys between the ages of nine and twelve have the opportunity to participate in the activities of the Cub Program. One of the interesting outcomes of the introduction of Cub work is that last year all Cubs who passed their twelfth birthday at once sought an opportunity to become regular Scouts.

Girl Scout work was introduced at the School when it was first organized in the community of Morganton, and there has been a troop in the school continuously since. For a number of years some difficulty was experienced in the community in finding leadership and the work suffered accordingly in the community as a whole. This difficulty has been overcome in recent years, and Girl Scout work is now on a firm foundation.

In recent years, also, a Girl Scout Camp has been operated near Gastonia, North Carolina, and members of Troop 10 of the North Carolina School for the Deaf have attended and experienced enthusiasm for the camp program. There are now two troops of Girl Scouts, one of younger girls, numbering 30 and one of older girls, also numbering 30. No resume of the Boy and Girl Scout work at the School would be complete without a tribute to the fine men and women who over the years have given so freely and joyously of their time and energy to its leadership. It is largely because of this splendid leadership that the boys and girls have been able to enjoy scouting, and out of it have most certainly come finer ideals of American democratic way of living.

Scoutmasters of Troop 3, Morganton since 1926:

O. W. Underhill, 1926-27, 1928-1935, 1939-1940

Fred Kent, 1927-28

Fred L. Sparks, Jr., 1935-37

R. M. McAdams, 1937-38

James E. Chrisman, 1938-39

Paul B. Crutchfield, 1940-

### Boy Scouts of Troop 3 who have attained the Eagle rank:

Lyon Dickson, 1935  
Russell Herring, 1935  
Van Long, 1937  
Paul B. Crutchfield, 1940  
Ralph P. Crutchfield, 1940

Gilmer Lentz, 1944  
Dr. Carl E. Rankin, 1944  
John W. Weaver, 1945  
Dan Lee Autrey, 1945

## MILITARY INSTRUCTION

After careful study and observation, Dr. Goodwin recommended the introduction of military training in the school. He secured the services of Mr. Vernon S. Birck, a graduate of Gallaudet College, and a former graduate of the New York Institution for the Deaf, as military instructor. The co-operation of parents in furnishing uniforms was obtained, and the new feature was begun in September, 1912. Later the War Department of the United States Government furnished the cadets with Springfield rifles and necessary equipment of the regular army type. The instruction given by Major Birck was most gratifying. The boys liked the exacting discipline. At the close of the session of 1913-1914, Col. J. T. Gardner examined the cadets, and acting as judge in a competitive drill in the Manual of Arms, awarded the medal for Company A to Ira Sewell, of Bladen county, to Raymond Maulsby, Company B, of Wilmington. In 1915, the cadets were reviewed by Adjutant General Young, and Dewey Sizemore and Everett Brown, Company A, and Rodney Bunn and James Watts, of Company B, were awarded medals.

In a competitive drill with Horner Military School, held in Charlotte on the 140th anniversary of the Mecklenburg Declaration of Independence, May 20, 1915, Company A of cadets from the North Carolina School for the Deaf in command of Major V. S. Birck, military instructor, won the first prize—a silver loving cup. The handsome cup now adorns the trophy case in the central hall of the Main Building.

With the introduction of the new Department of Physical Education upon the completion of the new gymnasium in 1924, it was found to be more practical, considering the needs of both boys and girls, to discontinue the feature of military training.

## THE KELLY LIBRARY

In 1851, Mr. John Kelly, of Orange County, bequeathed six thousand dollars "for the education of the Deaf and Dumb". The courts decided it was intended for the Institution for the Deaf and Dumb and the Blind, at Raleigh, and the interest on that fund was used for the establishment of a library. Soon after the Morganton School was established, by a decision of the Supreme Court, the library was divided between

this school and the school for the negro deaf and dumb and the blind, at Raleigh, in proportion to the enrollment of each school, the actual number of volumes given to the Morganton School being 1194. The interest accruing from year to year on the \$4,000 Kelly Fund is used for the purchase of books. The library was built up until it contained more than 4,000 volumes in 1910, when a large part of the library which was housed as a supplemental library in the school building was partly lost in the fire of 1938 which destroyed the building. A gradual building back has brought the number of volumes to more than six thousand, housed in two library rooms, one on the second floor of the Main Building for leisure time reading for the older pupils, and one on the ground floor of the School building for the use of classes. The benefactor's name was also perpetuated in the title of the paper being published at the School, *THE KELLY MESSENGER*, until the title was changed to *THE DEAF CAROLINIAN* in 1903.

### READING ROOMS

In addition to and supplementing the purpose of the library, the school has two reading rooms, one for the boys and one for the girls. These rooms are supplied with the best newspapers and magazines published. The students use this literature to a very helpful degree in their educational work. The education is assured to the deaf boy or girl who has acquired the knowledge of books sufficiently to appreciate good literature, and the deaf person, who reads, is in near touch to the world.

### STUDENTS' ORGANIZATIONS

The students have their own Literary Society, working out their own programs, always encouraged by teachers. The name of the Literary Society was changed in 1935 from Kelly to Goodwin in honor of the man who devoted his life work to the building of the North Carolina School. Students of the Main school have a Christian Endeavor Society, organized and conducted by themselves, aided by teachers whenever called upon.

The Fepha Club for girls and the Sterling Club for boys were formed in 1914 as honor societies of older students. They have continued their good influence on the student life to this time. The Fepha Club was sponsored by Mrs. Thomas F. Fox (then Fayettea Peck) and the Sterling Club by Major V. S. Bireck, then our military instructor.

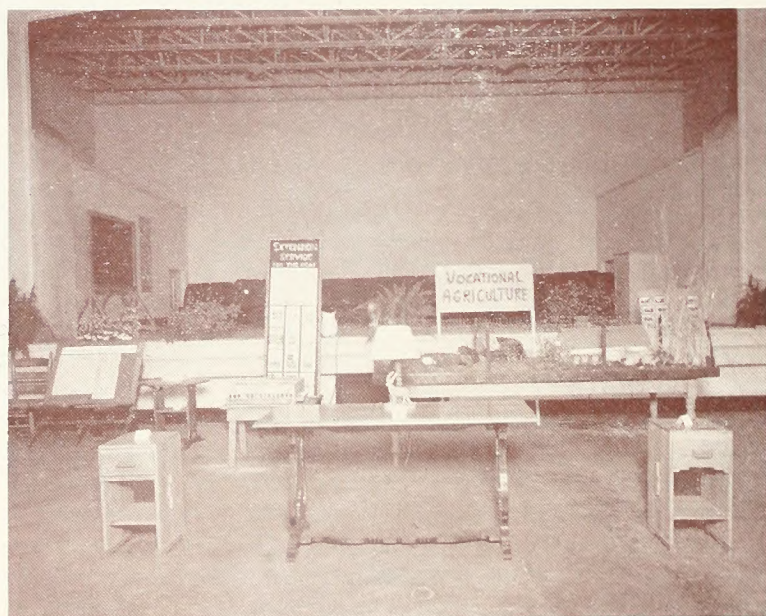
The Student Council, organized in 1936, has done much toward student government, working in coordination with the Faculty Advisory Committee.

These organizations do a great deal to develop initiative and encourage self-reliance and self-confidence.





CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF  
MORGANTON, N. C., JULY 8-15, 1905



VOCATIONAL AGRICULTURE

### THE AMERICAN CONVENTION

The Seventeenth Meeting of the American Convention of Instructors of the Deaf was held at the School on July 8 to 15, 1905. Thirty-five States were represented and the Provinces of Ontario and Manitoba. Lieutenant-Governor Francis D. Winston delivered the address of welcome. Other State officials who addressed the Convention were Dr. Charles D. McIver, President of the North Carolina Normal and Industrial College, who spoke of the needs of the teaching profession, of the growth of educational work in the South, and of the nobility of the teacher's vocation.

Hon. Benjamin R. Lacy, State Treasurer, welcomed the Convention and promised that educational interests in North Carolina would receive his fullest support.

The address by Hon. J. Y. Joyner, State Commissioner of Education, was inspiring and indicated the deep interest his department shared in the education of the Deaf.

Arrangements for caring for the visitors were as nearly perfect as could be. The spacious buildings of the School furnished an ample number of large, airy rooms to house every one. Excellent meals were served in the great dining-hall of the Main Building. The program was replete with interesting numbers illustrative of real school work, representative in its matter, its methods, and its spirit, of work done daily throughout the term and the course of the School. It was the general consensus of all that this Convention was one of few to be the epoch makers in history.

The new officers of the Convention elected at the meeting were: President, Dr. E. M. Gallaudet, President of Gallaudet College; Vice-President, E. McK. Goodwin, Superintendent of the North Carolina School; Treasurer, J. L. Smith, Principal, Minnesota School; Secretary, J. R. Dobyns, Superintendent, Mississippi School.

### BUREAU OF LABOR FOR THE DEAF

Created as a division in the North Carolina Department of Labor under section 7312 (j) of the Consolidated Statutes of North Carolina by an act of the General Assembly in 1923, the Bureau of Labor for the Deaf became the second agency in the United States to devote its interest to problems of the deaf people. The first one was established in the State of Minnesota in 1913. Michigan, Pennsylvania, Wisconsin, and several other states have seen the usefulness of such a Bureau and have established them in their respective states. In general the North Carolina Bureau serves as a clearing house for labor and other problems which confront its deaf citizen. From this set-up a vitally functioning society of self-sustaining citizens has been made out of a group which might otherwise have become dependent on public relief. Formerly the deaf were considered practically a liability but they are now looked upon as an asset. The law



specifies the duties of the Bureau but educating and getting the employing public interested in deaf workers, matching men and jobs, and making placements profitable to job seekers continue to be the chief objectives. This division has a staff of two, the Chief and his secretary. The Chief spends a good deal of time in the field and has the whole state to cover in contacting employers and clients and making adjustments whenever necessary.

From July 1, 1933 to July 1, 1944, the Bureau had 791 deaf persons to apply for assistance in solving their various problems. Of that number 539 were available for employment and were placed according to their qualifications. From the best information secured by this Bureau it is estimated that there are 5,088 deaf adults in North Carolina—3,188 white and 1,900 negroes. Present statistics show that 796 deaf workers have contributed to essential war production in this state and have liberally purchased war bonds.

In general, deaf persons in North Carolina have successfully engaged in textile, hosiery, woodwork and furniture and tobacco manufacturing. Others have employed their skill in printing, plastering, dairying, dry cleaning, and professional and clerical work. Many deaf persons in rural areas have derived good incomes from farming.

The best information secured from other states by our Bureau shows that 11,000 deaf people are employed in war plants in the United States. They are working efficiently in 126 different lines of work, such as carpenters, building barracks and ships; working as brick and concrete masons, building air bases; working in war plants at the production of munitions; working in aircraft plants, and they are filling a variety of skilled and semi-skilled clerical positions with distinction.

Upon the establishment of the Bureau for the Deaf, James M. Robertson was appointed its first chief and served until 1925, when he was succeeded by Hugh G. Miller, who for eight years, carried further the good service begun by Mr. Robertson.

The Bureau of Labor for the Deaf owes much of its fine history to the man who took it over in 1933, and has been its chief since, Mr. J. Marvin Vestal, a graduate of the North Carolina School for the Deaf, and a printer by trade. Fortunately for the Bureau of Labor for the Deaf, Mr. Vestal had had long experience in a trade in his own native State. He, therefore, came to the Bureau with a background of knowledge of the needs of men in industry, as well as a thorough knowledge of our own Vocational Training Program. Furthermore, Mr. Vestal is a man of unusual intelligence, capable of developing the principles which must underlie the service of his bureau. The result is that the Bureau of Labor for the Deaf in North Carolina has been an important factor in the success of the deaf citizens of the State in securing and holding positions in industry.



## EXTENSION SERVICE

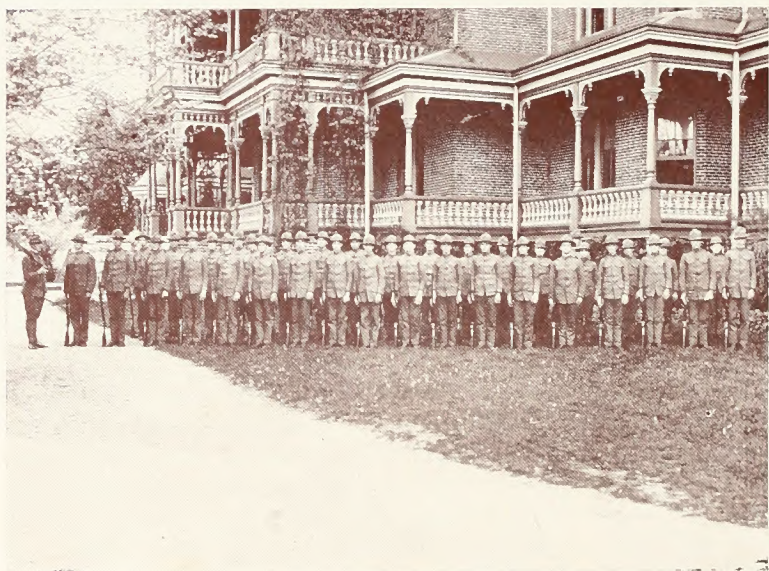
This service has had a much longer history in North Carolina than would be indicated in a study of the work since its formal organization in 1936. For many years both staff and Board Members were called upon from time to time to interpret at agricultural meetings where deaf farmers were in attendance. Observation of this very limited type of service for these farmers and their wives led to the conclusion that what was needed was an organized service that took full advantage of the facilities of State College and the Department of Agriculture, and which sought for the deaf farmer and his family, all the advantages of such services enjoyed by the hearing farmer and his family.

On recommendation of the Superintendent, the Board of Directors in 1936 elected Mr. O. W. Underhill of the staff of the School to head up this work, and instructed the Superintendent to seek an arrangement with the State College of Agriculture and Engineering of the University, whereby this work could be jointly undertaken. In a series of conferences which followed, and in which Mr. Underhill participated, a plan was worked out. Mr. Underhill received an appointment as Special Extension Agent to the Deaf in the Extension Division of the Department of Agriculture in the College. The College also agreed to arrange for part of the expense of this work. This joint undertaking of the College and the School has now been carried on long enough and with such tangible results in the way of real service to the deaf farmers of the state, that it can no longer be looked upon as an experiment. Year after year it reaches out and touches the lives of people who need its services, and who, but for it, would be all but completely ignorant of the scientific advances in agriculture.

Not the least factor by any means in this outstanding service, and fine undertaking, is the personality of Mr. Underhill, himself. He has made it his business over these years to study intensively the needs of the deaf farmers, and has sought out, and brought to the farmers, experts who could give them proper instructions. In this work he has been helped continuously by two Board members in particular, Mr. O. A. Betts of Goldsboro, and Mr. W. M. Shuford of Concord. Both of these men have served as interpreters at gatherings or demonstrations of deaf farmers and their wives.



THE INFIRMARY



A COMPANY OF CADETS — MILITARY TRAINING, 1912-18



## OUTSTANDING PERSONALITIES OF THE EARLY DAYS OF THE MORGANTON SCHOOL

We would like to speak of the splendid service rendered the school by a host of the staff members throughout the half-century just closing but space will not permit. However, we feel that our former pupils would be disappointed if we failed to tell of the forceful influence and great devotion to the welfare of the school by, at least, a few of those listed as heads of departments, as well as some of the earlier teachers.

### MRS. MARY B. MALONE

Our first matron, Mrs. Mary B. Malone, starting her career with the school when the doors were opened for the first time in 1894, will live in the memory of every one connected with the school in those early years, for, while they were years of great interest, they were also years fraught with heavy burdens. Official staffs had to be organized, inexperienced helpers trained, and much had to be done with limited means. To this task Mrs. Malone set her heart and with courage and fortitude helped Dr. Goodwin lay the foundation of a well-organized school. Mrs. Malone was ably assisted for several years by Mrs. Corinna S. Jackson who filled the position of assistant matron.

After fifteen years as head of the household department, the condition of her health caused Mrs. Malone to retire in the summer of 1909.

From that date until her death in 1933, she spent in the home of her daughter, Mrs. W. W. Neal, of Marion, N. C. Mrs. Neal is the wife of the President of our Board of Trustees.

### MISS KATHERINE WALTON

Miss Katherine Walton, daughter of Colonel William and Harriett Murphy Walton of "Creekside", members of one of the oldest and most prominent families of Burke County, entered this School as supervisor of girls in the fall of 1895. "Miss Kate", as she was affectionately called, had charge of all the girls, little and big. For a number of years she had as many as one hundred and fifty girls under her supervision at once, her only assistance being some of the older girls who helped in the care of the little ones. She was also nurse and took care of all boys and girls, who were sick. Her interest in her work was a source of inspiration for all. A great lover of nature she was learned in flower and bird and plant lore, and did much to impart this knowledge to the children and to beautify our campus.

Miss Walton was, upon the failing health of the matron, Mrs. Malone, in 1908, made assistant matron and later, 1918, she became the school's matron, the position she held till her retirement in the fall of 1935. Her devotion to duty and her loyalty to authority were beautiful character-



istics that endeared every one to her. Miss Walton, upon her retirement, lived with her brother in Morganton until the end, which came so peacefully, April 5, 1936. Today there are scattered all over the nation hundreds of deaf women who have grown up to call her blessed.

#### CAPT. GEO. L. PHIFER

One of the most interesting personalities of those early years was the School's Steward and Treasurer, Capt. George L. Phifer, who had the tremendous task, when appropriations were limited and the School's needs were pressing hard upon its income, of helping Dr. Goodwin make one dollar do the work of two. That Capt. Phifer performed his task efficiently is best indicated by the accomplishments during his years of service, 1894-1906. "A gentleman of the old school," and one loved and respected by all, he was courteous in his business dealings with young and old alike. In his beautiful colonial homestead, "Magnolia," about one mile beyond the school, overlooking the South Mountains, the doors were kept open, graciously inviting to lonely "wayfarers" from the School who were often the recipients of the beautiful hospitality of the Phifer family.

One of Capt. Phifer's sons, the late Dr. E. W. Phifer, was the School Physician from 1925 until his death in April 1939.

#### WALTER J. MATTHEWS

At the beck and call of Dr. Goodwin and Mrs. Malone, the matron, from 1894 until his resignation in 1899, stood Mr. Walter J. Matthews, performing under the title of "Engineer," which in those days of 'unfinished business,' meant a multiplicity of crafts, from repairing sewing machines to installing a new heating system, either of which he could skillfully accomplish. Mr. Matthews was a member of the first class to graduate from State (A. and M.) College. Upon his resignation in Morganton, 1899, he went to the Eastern Hospital for the Colored in Goldsboro to become the head of the Engineering Department, in which capacity he served until 1914, when he went into business for himself.

Mr. Matthews married Miss Irene Peterson, daughter of the late mayor of Goldsboro, J. E. Peterson. Three sons and three daughters blessed their home at 215 East Pine Street, Goldsboro, where happy grandchildren now bring youthful joy to their grandparents.

#### MRS. LAURA A. WINSTON

Among the teachers Dr. Goodwin brought with him to the new school at Morganton, in October, 1894, was Mrs. Laura A. Winston, the eldest daughter of Yancey Ballinger, a descendant from an old French Huguenot family of South Carolina who settled in Guilford county, N. C., prior to the Revolutionary War. Mrs. Winston's parents were Friends or Quakers. At the age of twelve she began her college training at the New

Garden Boarding School (now Guilford College), graduating therefrom at nineteen. Here she excelled in *belles lettres*. By birth and training she naturally became keenly alive to spiritual influences which were to bless her future life's work.

"Not very long after graduation she accepted a position as teacher at the School for the Deaf and the Blind located at Raleigh. Here she began that work which afterwards became her chosen vocation. It was while filling this position she met Alonzo Hinton Winston whom she afterwards married. In scarcely a year after their marriage the angel of death called the young husband from the scenes of earth. The care of their little daughter whose birth occurred just five days before her father's death brought some comfort in the hours of darkness.

"The life toward which Mrs. Winston had looked with such bright hopes was changed by a higher decree, and in time, by patient courage, she found strength to take her place in the World's great field of usefulness. At one time she was actively engaged in the mission field in Mexico. Later she went with her little daughter, Lonnie, to Matamoras, Mexico, where her sister was for many years Principal of Hussey Institute, a missionary school for Mexican girls. Here she rendered very valuable aid in carrying on the work of the school.

"A short time after their return to North Carolina, the beloved daughter, then in the bright promise of young girlhood, was called from the earthly life to the realms of paradise. This almost crushed the mother. The previous winter she had taught in the School for the Deaf and the Blind in Raleigh, and after this great sorrow came, she was induced to continue her work there.

"From Raleigh she came to Morganton as a member of Dr. Goodwin's first staff of teachers. Faithful and successful as a teacher she was promoted to the office of Supervising Teacher of the Manual department, which position she filled for several years. Afterward she was elected to the office of Lady Principal, a very important position, the responsibilities of which she fully appreciated and faithfully discharged, having the best interests and welfare of the School always at heart.

"In addition to her duties as Lady Principal, she edited THE DEAF CAROLINIAN, and under her charge, it became one of the best school papers in America. She contributed many interesting and instructive articles on various subjects—religion, temperance, travel, etc.

"No one ever connected with the School was more respected and loved than Mrs. Winston. She was an inspiration to the younger teachers and her work with the deaf girls will long be remembered, and her name will be revered by many in years to come. It was a benediction to have her in any community. Mrs. Winston died in Greensboro, June 9th, 1922, after a brief illness."





FOOTBALL TEAM, 1900



FOOTBALL TEAM, 1940



A bronze tablet on the wall of the lobby of the Main building of the School bears the following inscription:

*"In Loving Memory of Mrs. Laura A. Winston who for seventeen years adorned the Christian calling as teacher in this School. 1850-1922."*

*(Extracts from a biographical sketch of Mrs. Winston by Miss Olivia B. Grimes,  
VOL. 16, No. 8, THE DEAF CAROLINIAN.)*

#### MISS OLIVIA BLOUNT GRIMES

Probably no one was better acquainted with the objective of the Kelly Library Fund than Miss Olivia B. Grimes, who was librarian, from 1884 to 1895, of The Kelly Library, established as a department of the School for the Deaf and Dumb and the Blind at Raleigh.

Daughter of Capt. John Gray Blount Grimes, who was steward of the school for a number of years, Miss Grimes was a resident of the School and was acquainted with the needs and capabilities of both the deaf and the blind children, which knowledge served her well in directing the selection of books.

On her maternal side Miss Grimes was the grand-daughter of the late Governor Charles Manly of North Carolina.

In 1895, Miss Grimes was appointed a teacher in the Manual Department of the Morganton School which position she held until her retirement in 1928.

When the portion of the books allotted to the Morganton School from The Kelly Library arrived, Miss Grimes, Miss Flora Dula and Mr. John Miller were assigned the task of arranging books in the room selected for the library on the first floor of the Main Building. Later, after many new books had been added to the Library, Miss Grimes, assisted by Mr. Archer and Miss Annie Ervin, catalogued all books and rearranged them in the cases, listing them by means of the card index system. Later a catalog of all books was printed by the school press.

As editor of the THE DEAF CAROLINIAN for the ten years she served the school in this extra-curricular duty, Miss Grimes carried on her part of the task most efficiently, with that calm dignity of manner and speech which made her presence a valuable asset to the school.

#### DAVID RAY TILLINGHAST

David Ray Tillinghast was born in Fayetteville, N. C., in 1842, the sixth descendant of Pardon Tillinghast who was closely associated with Roger Williams in the earliest settlement of Rhode Island. Young David Tillinghast was a bright and apparently a sound child. He lost his hearing

between five and six years of age, owing to the effects of whooping cough. His misfortune was greatly alleviated by the companionship of a deaf, elder brother from whom he was inseparable. This brother was Thomas H. Tillinghast, a teacher of the deaf in the Raleigh School for a number of years. In fact his education began in the office of his brother a book-binder, where he would pore over the pictures of Harper's Magazine and get many ideas in explanation of what he saw from his brother.

He was sent, at the age of twelve, to the Institution for the Deaf in New York. Here he won the highest encomiums of the late Dr. H. P. Peet, and other teachers. He received the gold medal offered by the School for Scholarship.

He was the first President of the Fanwood Literary Society, which was a formal recognition by his fellow students of his scholarship and his desire to aid others in the pursuit of an education.

In the spring of 1862, a few months before he had finished his course in the High Class, he was elected teacher in his Alma Mater. Here he continued six years. In 1868, he was called to the same work in his native state and became a member of the teaching staff of the North Carolina School for the Deaf and the Blind, at Raleigh, in which he continued until he was called to the new School at Morganton, October 1894. He remained the senior teacher in the advanced department of the Morganton School until 1906, when he was relieved of class work and was elected Chaplain of the School, in which capacity he served for two years, until his final retirement in 1907.

In 1868 Mr. Tillinghast married Miss Catherine Kirkland Stansbury, daughter of Judge Stansbury, Baldwinsville, N. Y. Five children blessed this happy union. The two sons, well equipped for the work, labored acceptably in the same field as their father. The older son, J. Alex Tillinghast, became Superintendent of the State School for the Deaf of Montana, later Superintendent of the School in Belfast, Ireland. The other son, Edward S., after several years experience as teacher, succeeded his brother as Superintendent of the Montana School, later Superintendent of the School at Salem, Oregon, after which he became Superintendent of the School at Fulton, Missouri, and later head of the South Dakota School. The three daughters, Mary, Robina and Linda, were also teachers of the deaf in some of the leading schools in the United States.

The elder Tillinghast lived with his daughter in St. Petersburg, Fla., until his death, on September 5, 1942, as he was approaching his 101st anniversary. Thus ended a life representing the highest qualities of a deaf man—a life of devoted service to the deaf and his family and one consecrated to the Christian faith. Those students, who were in this school during his teaching years, recall the soul-stirring chapel sermons he delivered, particularly his reading of Bible stories in superb sign language.



## ZACHARIAS W. HAYNES

Zacharias W. Haynes was born near the little village of Hamptonville, Yadkin County, N. C., April 5, 1848. He spent his boyhood days upon a farm amidst a happy family circle of father, mother, three brothers and three sisters. At the age of eleven he lost his hearing by typhoid fever. He attended the public schools before losing his hearing, and for a while after becoming deaf, but being totally deaf he did not receive any apparent benefit. In the autumn of 1861 he entered the North Carolina School for the Deaf and the Blind, at Raleigh. He was a pupil there during those trying days of the Civil War, when the work of carrying on the school was beset on every hand with extraordinary difficulties and disadvantages. This was the only school for the Deaf kept open in the South during the war.

In 1865 Mr. Haynes became a teacher in the Institution. In 1869 he was elected one of the principal teachers of the colored deaf, the school having been established by an act of the Legislature of 1868. He remained a teacher in this school for twenty-one years. In 1890 he was transferred to the white department again where he taught until the new School for the Deaf was opened at Morganton, N. C., in October 1894, where he taught until his death in 1900.

In 1873 he was married to Miss Louisa E. Bunker, also of Yadkin County. This union was blest with seven children, four daughters and three sons. All the daughters became teachers of the deaf, three of whom, Misses Mabel, Carrie and Effie Haynes, taught in the Morganton School, while Miss Alice (Mrs. Harvey P. Grow) taught in the Kentucky School. The older son, Chris, for a couple of years was head supervisor of boys and stenographer to Dr. Goodwin.

## JOHN C. MILLER

Out on the front porch of his home on West Union street, Morganton, may be seen seated in his rocker, basking in the warm sunshine, an aging educator of the deaf. He is enjoying a Havana; he is enjoying the super-beauty of the mountain scenery around; he is enjoying the richness of a life—a half century of devoted service to his fellow deaf; the comfort and happiness of a charming home and helpmate and a devoted family of children. No doubt his thoughts go back to the good old days when he imparted knowledge to his pupils, to the good old days when the football and baseball teams he helped organize won fame in games with Davidson, Wake Forest, Oak Ridge, Bingham and Asheville colleges in the 1900s, to the good old days when he took part in organizing the Kelly (now Goodwin) Literary Society that has been serving its purpose so well to this day. This aging educator-friend is John Craton Miller, now in retirement.





THE QUEEN OF MAY AND HER COURT, 1942



THE FESTIVE MAY POLE

Born in Goldsboro, N. C., on Sept. 10, 1865, son of the late Dr. J. F. Miller and Sarah Borden Miller, Mr. Miller spent his boyhood in and around the great State Hospital of which his father was superintendent. Deprived of the sense of hearing in infancy he entered the School for the Deaf and the Blind at Raleigh in 1873. After spending seven years there he attended the New York (Fanwood) School where he graduated with honor in 1884. Among his schoolmates were a number who later became outstanding teachers of the deaf, among them being the late Dr. Thomas Francis Fox, the late W. W. Beadell, and the late Mrs. Grace D. Coleman, wife of Thomas H. Coleman who founded the Florida School and others.

Due to the condition of his health soon after graduation, he went to Florida where he ran a small orange grove for his father. His health restored, he returned to North Carolina and accepted a position in the colored department of the old Raleigh school. In 1894 Mr. Goodwin took him along with him to his new school plant at Morganton and put him on his teaching staff. In this capacity Mr. Miller served continuously until his retirement at the end of the 1939-40 session—just fifty years since he first entered the profession. In addition to his teaching duties he took a leading part in the extra curricular activities of the school, and was the "Father" of the Kelly Literary Society.

In June 1899 he was happily married to Miss Mabel Fisher of Athens, Ohio, who died in 1905. They made their home in a beautiful location at the intersection of West Union and Burkemont Avenue. For the next forty years he walked to and back from his class room, a distance of two miles, every day during each school year except Saturdays. Taking 236 school days including Sundays each year, multiply this by 2 and again by 40 we find that the total distance Mr. Miller covered in walking to and from his class room to be in excess of 18,800 miles—almost the distance around the earth at our latitude.

By the first marriage one daughter, Mabel Fisher, and one son, Hugh Lee, were born. Several years after the death of his first wife, Mr. Miller married Miss Edna Bryan, then a teacher in the North Carolina School. Two daughters, Marjorie Bryan and Edna Holliday, were born to this union. All the daughters are following in the steps of their father and mother in the work of teaching the deaf.

#### MRS. NANNIE FLEMING JETER

On the enrollment of the official staff of the School when the doors were opened for the first session in October 1894, was the name of Miss Nannie McKay Fleming, daughter of Capt. John Martin Fleming of Raleigh, who was listed as a member of the first Normal Class in Training. However, Miss Fleming's first experience with deaf children actually



began at the School for the Deaf and the Blind at Raleigh in 1893, soon after her graduation from Peace, where she observed the work of the classes under the late Anna C. Allen, who afterward became the first Supervising Teacher of the Oral Department of the Morganton School.

"Some are born teachers", is a time-worn phrase, yet a most appropriate description of Miss Fleming's work with deaf children, especially with the "mis-fit" member of her class who may have entered school late in life, or the one who was ill-prepared both in speech and English. With these she could, in a most natural way, accomplish marvelous results. For the nine years she taught in the Morganton School, the results of her efforts were outstanding, both in speech development and in English, the real test of an efficient teacher, especially when the respect and cooperation of her pupils was so nearly ideal as Miss Fleming's former pupils will bear witness. In addition to her regular work as teacher, she was a willing assistant in extra, curricular duties which were numerous in those early years.

On January 28, 1904, Miss Fleming was married to Dr. I. P. Jeter, one of Morganton's leading dentists and an outstanding citizen of the community. To this happy marriage were born two lovely daughters, Tucker, (Mrs. Robert Walker), and Nan, both of whom followed in the footsteps of their mother by taking the Normal Course for teachers at the Morganton School and becoming regular grade teachers, both possessing the inherent ability and enthusiasm of their mother.

In 1905, Dr. Jeter was appointed a member of the Board of Directors of the Morganton School by Governor Glenn, in which position he served faithfully until 1917, when Governor Bickett appointed Mrs. Jeter a member of the Board, in which capacity she served with distinction until 1929. In 1917, Mrs. Jeter was persuaded to join the staff of the Public School System of Morganton where she has won the highest approbation of her associates as well as the student body and parents.

#### MISS EUGENIA T. WELSH

Miss Eugenia T. Welsh, of Raleigh, the first normal student trained in North Carolina for teaching of the deaf (1893) holds a cherished place in the heart of the North Carolina School, and a distinguished place in the profession. After eleven years' teaching in this School and four in the Rhode Island School, she "came back" to the North Carolina School in 1911 to take charge of the long dreamed of Primary School, as a department separate and distinct from the Main School. With the opening of the newly erected Goodwin Hall, she became its first resident supervising teacher, with a completely organized unit in her hands—six teachers, a housekeeper, two supervisors and fifty-one pupils—and for ten years directed that unit notably. The Rhode Island School called her back as Principal, where she has remained since leaving Morganton in 1920. Almost



the last of his original staff to visit Dr. Goodwin, Miss Welsh came with Mrs. Hurd back to Morganton in 1936; and again in 1940, still devoted "first family," to visit the School again, and her warm circle of friends both here and in Morganton.

#### MRS. FAYETTA PECK FOX

Another rare personality of the early years of the school, who left an enduring mark upon us, was Miss Fayette Peck, our Educational Principal from 1912 to 1917.

Trained in Kindergarten work at Hunter School in New York, and in Oral work at the Scranton School, she taught one year in the Primary Department at Fanwood and twelve years in the grades at the Scranton School before coming to North Carolina in 1912. Five years later she was married to Dr. Francis F. Fox, one of the distinguished deaf teachers at the New York School (Fanwood) and moved to New York. From 1922 to 1933 she was Supervising Teacher in the Primary Department at Fanwood, retiring in 1933 when her husband retired.

Under her administration as Educational Principal here, the Normal Training program was brought into sharper focus—with group classes of normal students and a closely organized course of study in normal training.

A gracious and enthusiastic personality, she drew the social life of the household into a memorably warm and friendly circle.

But our daily tangible reminder of "Miss Peck" and one of the most valuable factors in our school life is the honor societies—the girls' Fepha Club and the boys' Sterling Society, which she started. To many of our students of the past thirty-odd years, these societies mean both goal and reward, a fellowship of "good citizens" throughout both school and later years, which may not be taken lightly.



FOLK DANCERS



A HAPPY MAY DAY GROUP

# School Staff Year 1944 - 1945

## ADMINISTRATIVE DEPARTMENT

Carl E. Rankin, M. A., Ph.D.	<i>Superintendent</i>
Mrs. Azile S. Barron (1943-1944)	<i>Budget Officer</i>
W. K. Keeter	<i>Business Manager</i>
Mrs. Margaret C. Simmons	<i>Secretary</i>

## ACADEMIC DEPARTMENT

Mrs. Pattie T. Tate, M. A.	<i>Principal</i>
Mrs. Frances E. Davis	<i>Assistant Principal, Upper School</i>
Mrs. Katherine W. Thomason	<i>Assistant Principal, Primary School</i>

### TEACHERS:

Mrs. Iva Alexander	Miss Nan Jeter, B. A.
Miss Elizabeth Avery	Mrs. Addie Knox
Mrs. Harriett Banta, B. A.	Mrs. Betty Long, B. A.
Mrs. Susan Boger	Miss Mary Mauzy
Miss Joy Bowers	Miss Lucile Pearson
Mrs. Dorothy Bowman, B. A.	Miss Marie Pearson
Mrs. Beatrice Chapman, A. B.	E. O. Randolph, Ph.D.
Mrs. Charlotte Cenley	Miss Linnie Rankin
Mrs. Bashie Crutchfield	Mrs. Irene Ross
Miss Marie Davis	Mrs. Annie Starrett
Mrs. Cordelia Giles, B. A.	Mrs. Marjorie Triebert, B. A.
Miss Lillian Glover	Mrs. Mary Tuttle
Miss Marjorie Gordon	Mrs. Elizabeth Walker
Miss Ethel Hampton	Mrs. Jessie Warber
C. Jackson Holt, B. A.	Miss Elizabeth Watrous
Mrs. Mozelle Horton	Mrs. Helen Watkins
Miss Mary Hudson, B. A.	Mrs. Rose Underhill
Miss Charline Rotha, A. B.	<i>Physical Education</i>

## VOCATIONAL INSTRUCTION

O. W. Underhill, M. A.	<i>Director</i>
George K. Brown, B. A.	<i>Printing and Allied Trades</i>
J. Horace Duke (1943-1944)	<i>Printing and Mechanics</i>
G. R. Hawkins	<i>Mech. Drawing &amp; Voc. Agriculture</i>
Harold W. Davis	<i>Advanced Wood Work &amp; Mech. Drawing</i>
John Oxford	<i>Machine and Metal Work</i>
Paul B. Crutchfield	<i>Primary Wood Work</i>
Miss Cera Byrd	<i>Sewing and Dress-making</i>
Miss Adelaide Webster (1943-1944)	<i>Home Economics</i>
Miss Harleson McIntosh, A. B.	<i>Home Economics</i>
Mrs. Edythe Hawkins	<i>Domestic Arts and Elementary Crafts</i>
Miss Kathleen Parker (1943-1944)	<i>Girls' Handicrafts</i>
Mrs. Sarah Sheppard	<i>Typing</i>
Miss Ethel Hampton	<i>Primary Sewing and Mending</i>
Arthur Merrill	<i>Dry Cleaning, Pressing, and Cloth Repairing</i>
Mrs. Ruth Orders	<i>Laundrying</i>



## HOUSEHOLD STAFF

Mrs. Nina Wood .....	<i>House Director, Main Building</i>
Mrs. Blanche Downes .....	<i>House Director, Goodwin Hall</i>

## SUPERVISORS:

Dan Autrey	J. C. Holt
Mrs. Lula Carswell	Mrs. Beulah Lingafelt
Miss Marie Duckworth	Miss Emma Lou Mace
Miss Phyllis Duckworth	Miss Golda D. Mastiller
Miss Ruth Estes	Miss Edna McHan
Mrs. Willa Freeman	Mrs. Epsy Rusmiselle
Miss Mary Kirksey	Miss Inez Williford
Mrs. Kate Wesson	Miss Mary Sue Wilson
Ralph Crutchfield	Henry Freeman

## MEDICAL AND SURGICAL

John W. Ervin, M. D. ....	<i>Physician</i>
Ralph Coffey, D. D. S. ....	<i>Dentist</i>
Miss Gladys Quinn, R. N. ....	<i>Nurse</i>
Miss Hazel Glenn .....	<i>Assistant Nurse</i>

## CUSTODIAL CARE

Mrs. Rolan Welch .....	<i>Dietitian</i>
Mrs. Ida Rhyne .....	<i>Assistant Dietitian</i>
Gertrude Dale .....	<i>Dining Room Assistant, Main Building</i>
Annie Holder .....	<i>Dining Room Assistant, Goodwin Hall</i>

## FARM - GARDEN - DAIRY

G. L. Blanton .....	<i>Farm Manager</i>
C. E. Webb .....	<i>Dairyman</i>
Oscar Hoyle .....	<i>Poultryman</i>

## OPERATION OF PLANT

Newton Rusmiselle .....	<i>Plant Engineer</i>
Ted Dale .....	<i>Fireman</i>
L. R. Davis .....	<i>Fireman</i>
R. A. Pearson .....	<i>Night-Watch</i>
Mrs. Mary Pearson .....	<i>Night-Watch</i>

## MRS. PATTIE THOMASON TATE

Mrs. Pattie Thomason Tate comes from a distinguished South Carolina Family of educators of the deaf, "the Walkers," affectionately known throughout the country for four generations. By heritage, fine training and experience, she "belongs" in this profession. After graduating from Converse College with a major in music she went immediately into training at the South Carolina School.

As a young teacher, she had a notable career of teaching in the Florida School, the Pennsylvania School at Philadelphia, and the New York School (Fanwood). In 1912 she was called to the Rhode Island School to undertake special work in speech and rhythm and remained there until 1915. During that time she studied voice under Professor White of Boston, took an advanced normal training course under Miss Martha E. Bruhn, and received a certificate in Speech Correction from New York University. In 1917 she went to the Newark Day School for a year, again to do special work in speech and rhythm. In 1918 she came to the North Carolina School as Principal. Four years later her marriage to one of the distinguished citizens of Morganton, Mr. Frank P. Tate, took her out of the profession. After some years absence, Mrs. Tate returned to the North Carolina School in 1938 and has since served as Principal.

Under Mrs. Tate's leadership the School has made distinct progress in both Academic and Vocational work. In the area of Academic work the School has moved toward the raising of standards of work throughout the grades and toward a closer aligning of its programs with that of the public hearing schools. During her regime the standard of teaching has been raised, certification of teachers through the State Department of Education has been carried through, and several courses especially designed to raise the professional standing of the staff have been conducted.

Two changes in the instructional program should be noted. First, there has been a trend toward greater emphasis on language development throughout the grades in contrast to an earlier major emphasis on speech development—an emphasis in line with the best thought throughout the profession. In the upper grades, increasing emphasis has been placed upon an audio-visual program, making the use of electrical sound amplification and of motion pictures for instructional work.

It can be well said that under Mrs. Tate's leadership the School has gone forward, maintaining during the years of her administration, its reputation for progressive education.



MRS. PATTIE T. TATE  
*Principal*



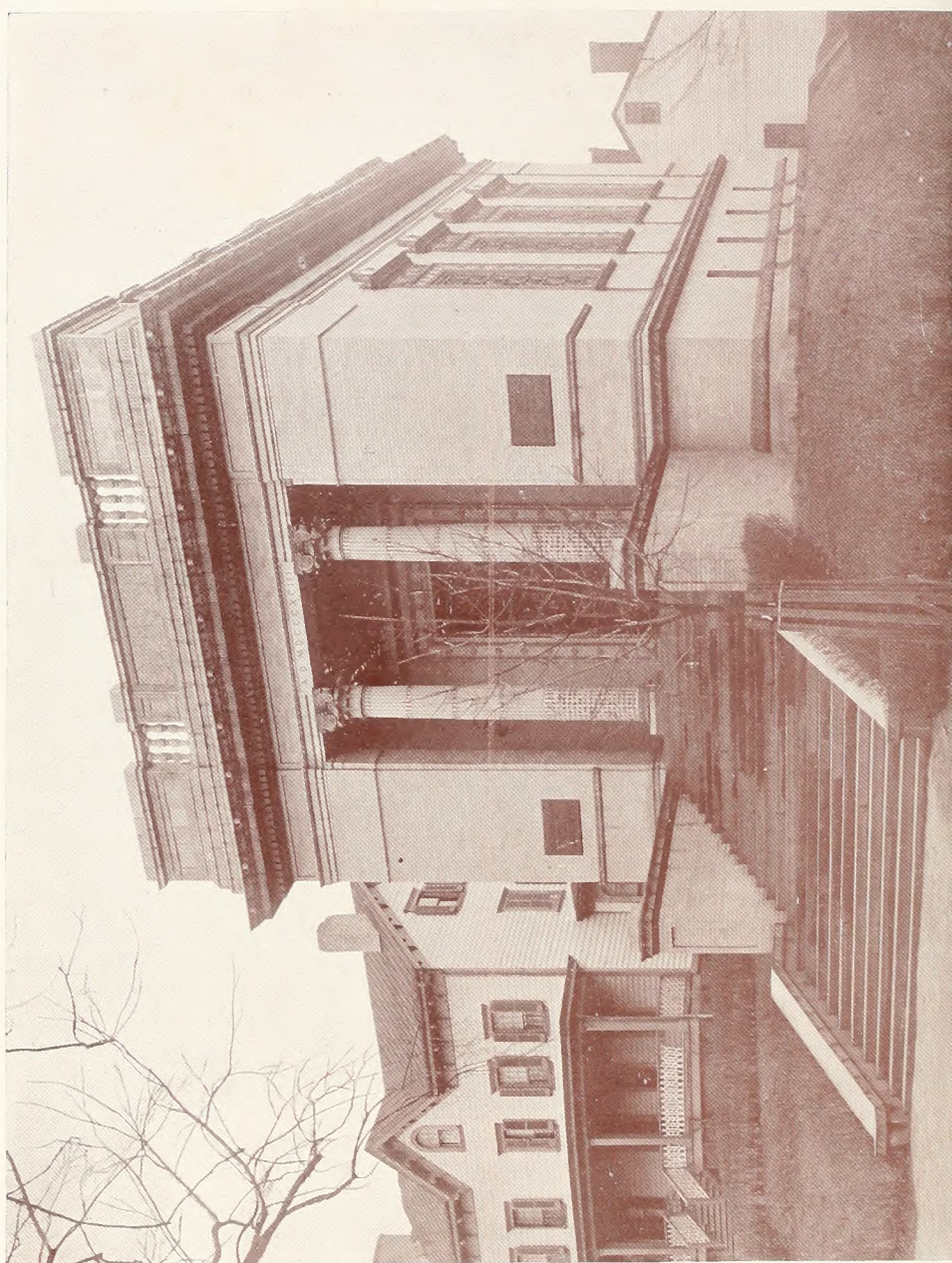
## PROMINENT CITIZENS OF MORGANTON WHO CONTRIBUTED TO THE ESTABLISHMENT OF THE SCHOOL

Those of us who were close enough to the firing line in 1891, when Dr. Goodwin was mustering forces to persuade State officials, Legislators, educators and all others interested in promoting the humanitarian cause of improving the status of the deaf in North Carolina, recall the splendid support given him by the influential citizens of Morganton, regardless of party affiliation or personal consideration. In fact, a concerted action for any worthy cause by the citizenry of Morganton and Burke County in those days of fifty years ago, as now, is a factor to be reckoned with and one which commands a respectful hearing from the State.

Space and time will not permit me to relate in detail the personal efforts of individuals. However, there come to mind several who gave generously from time to time until the objective sought—A NEW SCHOOL FOR THE DEAF—was accomplished.

We begin with Col. Samuel McD. Tate, State Treasurer, 1892-1896, who was appointed a member of the Board of the School by Governor Thomas M. Holt, in 1891 and rendered valuable service in the selection of the site for the School. Others who lent their influence in various capacities during the period of initial legislation in 1891, and through the years of building and beyond, were: Hon. Isaac T. Avery, Legislator in 1891; Judge A. C. Avery, former member of the State Supreme Court; Hon. Samuel M. Huffman, former Legislator and member of the Board of Directors of the School, 1894-1900; Hon. John H. Pearson, former Legislator; Mr. William E. Walton, banker; Mr. C. Manly McDowell, former sheriff; Hon. L. A. Bristol, former Legislator; Mr. T. G. Cobb, editor and publisher; Mr. I. I. Davis, former member of the Board of Directors of the Western Hospital; Hon. B. F. Davis, former Legislator; Dr. Patrick L. Murphy, Superintendent of the Western Hospital, and Member of the School Board, 1891-1893; Maj. James W. Wilson, former State Commissioner of Railroads; Mr. W. C. Ervin, Attorney; Capt. George Phifer Erwin, banker; Dr. Isaac M. Taylor of the medical staff of the Western Hospital; Mr. Samuel J. Ervin, attorney; J. A. Dickson, secretary, Morganton Manufacturing Co.; Mr. C. H. McKesson, attorney; Messrs. S. R. Collett, R. B. Claywell, all prominent merchants; Mr. R. K. Presnell; Mr. Frank P. Tate, civil engineer who rendered valuable service in surveying for the School; Hon. H. L. Millner, former Legislator, instrumental in securing appropriation for erection of the Primary School; Dr. I. P. Jeter, dentist, and a member of the Board of Directors of the School, 1905-1916; Mrs. Ernestine Kistler (Mrs. A. M.) who was untiring in helping both pupils and staff members in a social way.

There were others in the county of Burke, who, with those mentioned "threw their weight" in promoting this worthy cause. —*The Editor*





# Institutions Exerting Great Influence in the Education of the Deaf

## I. THE VOLTA BUREAU AND THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF

Two important factors in the education of the deaf in the United States are the Volta Bureau and the American Association to promote the Teaching of Speech to the Deaf, both founded and endowed by Alexander Graham Bell. The combined story of these two important organizations is told herein by Harriet Montague, Associate Editor of the *Volta Review*:

Bell's interest in the deaf was aroused when he went to Boston in 1871, to lecture to the teachers of the Horace Mann School on Visible Speech, a system of phonetic writing invented by his father, Alexander Melville Bell. Visible Speech was not originally intended to be used with deaf children, but it had proved helpful in showing teachers of the deaf what a child was expected to do with his speech organs and his voice in forming the sound of speech. Bell, whose primary interest was speech, was immediately attracted by the possibilities of speech of the deaf, and before he had been in Boston very long, he was devoting much of his knowledge and enthusiasm to teaching deaf children to talk. At the same time, he was carrying on the experiments that led to the invention of the telephone, and his first thought, when he learned that the telephone would bring him wealth was, "Now we shall have money to teach speech to little deaf children."

He had long had in mind a national organization to further this end, and when, in 1873, a little group of teachers he had instructed, met in Worcester, Massachusetts, there was some talk of forming an association. But Mr. Bell felt that the time for this was not yet ripe. He believed that such an association should have a widely representative membership; and that parents of deaf children, public school officials, otologists and social workers should know something about the deaf child's educational needs.

His ideas bore fruit, and when the Convention of Articulation Teachers of the Deaf met in New York in 1884, there were two hundred present. The proceedings of their meeting is one of the most interesting and arresting documents related to the education of the deaf, for it offers in concise form almost all the ideas now being publicized as highly advanced and modern; the development of residual hearing in deaf children; the use of artificial aids to hearing; the possibilities of special instruction in lip reading; the importance of speech and of speech teaching; the need of better training for teaching.

In 1890, this group incorporated under the law of the State of New York, as the American Association to Promote the Teaching of Speech



to the Deaf. Membership was open to anybody interested in speech and lip reading for the deaf. Mr. Bell presented the Association with an endowment fund, which he augmented from time to time, and in 1908 the Volta Fund, which had been created some years previously, was placed in charge of the Association.

The name, Volta, we owe to Alesandro Volta, the Italian scientist who invented the first chemical generator of electricity. Volta demonstrated his battery at a meeting of the French Institute in Paris in 1800. Napoleon proposed that France should award Volta a good medal and a gift of 6,000 francs. He also established a fund from which a sum of money, known as the "Volta Prize," should be conferred upon those who made important contributions to the "new science of electricity." In 1880, this prize, which now amounted to 50,000 francs, was bestowed upon Alexander Graham Bell for the invention of the electric speaking telephone.

Bell determined to invest this money in such a way that it would promote scientific research and at the same time would remain a permanent fund. This, he accomplished in a characteristic fashion by using part of the Volta Fund to further the improvement of phonograph records, the patent of which, when sold, brought a considerable sum for himself and his co-worker. Some of these experiments had been carried on in a small brick building in Georgetown, Washington, D. C., which he had named the Volta Laboratory. It was located behind the house he had bought for his father several years previously, and it was here that a great bulk of mail began coming, filled with inquiries concerning deafness and the education of deaf children.

In 1887, Bell turned over to his father \$100,000 to be held in trust and used "for the purpose of founding and maintaining a Bureau for the increase and diffusion of knowledge relating to the Deaf." John Hitz, formerly Consul General to the United States from Switzerland, who had been assisting Dr. Bell in his research was named superintendent of the Volta Bureau, and May 8, 1893, Helen Keller turned the first sod to break the ground for the construction of the fireproof building across the street from the Volta Laboratory, which has been the home of the Volta Bureau since 1894. It may be of interest to know that the original laboratory is now used by Walter Lippmann, the newspaper columnist, as a study; and that Mr. Lippmann lives in the house formerly occupied by Melville Bell.

The Volta Bureau has been for almost sixty years a disseminating center for information relating to all classes and ages of deaf and hard of hearing persons. Thanks to the broad policy adopted by Dr. Bell and maintained by Mr. Hitz and his successors, nothing that would aid the welfare of progress handicapped by any degree of deafness has been excluded. The library contains the largest collection of books on deafness in America, perhaps in the world. The Bureau publishes and distributes

quantities of printed matter on all the problems of deafness except medical problems; and answers with personal letters inquiries from all parts of the world.

*The Volta Review*, published by the Volta Bureau since 1910, succeeded the Association Review, which had been issued for ten years as a bi-monthly. The Volta Review is a 64-page illustrated monthly for parents and teachers of deaf children and for the adult hard of hearing. It is the only magazine of its type published in the United States; and is widely read in this as well as in many foreign countries.

The Volta Bureau is in regular contact with schools for the deaf and organizations of the deaf and the hard of hearing throughout the world, and is frequently called upon to make suggestions in regard to furthering the welfare of deaf persons. The staff supply research workers with bibliographers and other materials; and the facilities of the Volta library are always at the service of many interested persons. The United States Office of Education, the Library of Congress, the National Education Association, and other national organizations refer to the Volta Bureau inquiries concerning the education of the deaf. Although its duties have grown faster than its income, the Volta Bureau has remained an important source of educational knowledge.

The Volta Bureau is located at 1537 35th Street, N. W., Washington 7, D. C., and is the publisher of *The Volta Review*; Editor, Josephine B. Timberlake; Associate Editor, Harriet Montague. The Bureau is also headquarters of the American Association to Promote the Teaching of Speech to the Deaf.

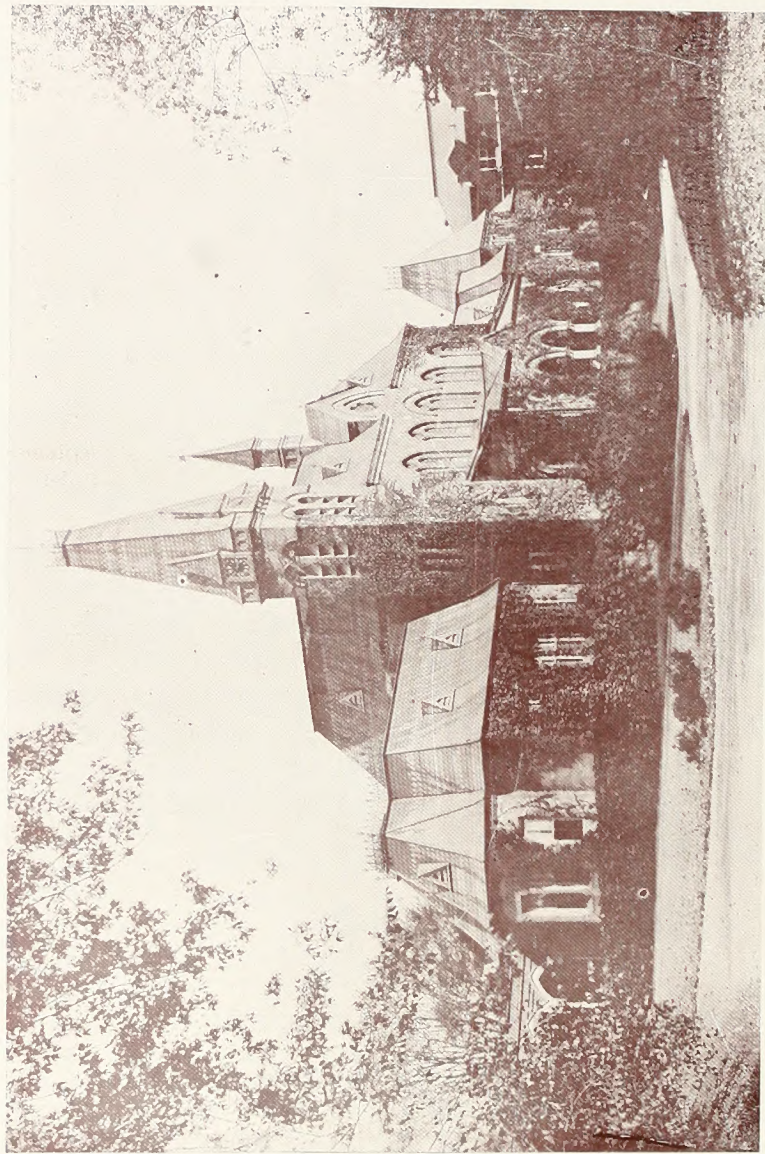
Officers of the Volta Bureau 1945 are as follows: Honorary President, Mrs. Calvin Coolidge; Honorary Vice-President, Gilbert Grosvenor; Honorary Director, David Fairchild; President, Elbert A. Gruver; First Vice-President, Clarence D. O'Connor; Second Vice-President, Clara E. Newlee; Secretary, A. C. Manning; Treasurer, Herbert Poole; Auditor, Oliver Whildin; Executive Secretary, Josephine B. Timberlake.



## II. GALLAUDET COLLEGE, WASHINGTON, D. C.

In the year 1862, years after the establishment of the Columbia Institution for the Deaf of the District of Columbia, at Kendall Green, Dr. Edward M. Gallaudet, its superintendent, in his annual report of that year, called the attention of Congress to the importance of providing higher education for the deaf, and to the fact that the peculiar organization of that Institution afforded an opportunity for the foundation within it of a college for the deaf of the United States.





CHAPEL HALL, GALLAUDET COLLEGE, WASHINGTON, D. C.



Congress responded favorably to Dr. Gallaudet's suggestion. In April, 1864, an act authorizing the Board of Directors of the Institution, "to grant and confer such degrees in the liberal arts and sciences as are usually granted and conferred in colleges" was, after considerable discussion, passed without a dissenting voice in either branch of Congress. Congress showed its further approval of the new departure within the next few years by making a considerable increase in its annual grants for support, by appropriating large sums for the purchase of additional grounds and the erection of new buildings, and by providing that a limited number of students might be admitted to the collegiate department from the several States and Territories free of charge. The number of students thus admitted free was at first ten; the number has been increased by acts of Congress from time to time until now it is one hundred and forty-five.

The College was publicly inaugurated June 28, 1864, under the name of the National Deaf-Mute College, and Dr. Gallaudet at the same time was inaugurated as its president. He continued to hold the office until September, 1910. The College began its teaching work in September, 1864, with seven students and one professor besides Dr. Gallaudet.

In 1887, in response to an earnest appeal from women for an equal share with men in the advantages of higher education, the doors of the College were opened to young women.

In 1891, a Normal Department for the training of hearing teachers of the Deaf was established with the double purpose of raising the standard of teachers in American schools for the Deaf and of affording the deaf students of the College increased opportunities for practice in speech-reading. Out of the one hundred eighty-one graduates of the Normal Department, 87 later became executives of American schools for the Deaf, 32 of whom are still in office today.

In 1894, in accordance with a petition from the graduates of the College, its name was changed to Gallaudet College in honor of Thomas Hopkins Gallaudet, the founder of the instruction of the deaf in America, a beautiful bronze statue of whom had been placed in the College grounds by the deaf people of America in 1889.

The Courses of instruction and study are given in the arts and sciences. The system of instruction includes the recitation of assigned subjects; discussions and lectures; work in laboratories and with instruments; courses of reading directed by members of the Faculty, and practice in English composition.

The entire curriculum, including a Preparatory year, embraces a period of five years, each of which is divided into three terms.

Special pains are taken to preserve and improve, by suitable and frequent oral exercises, whatever powers of speech and ability to read the lips are possessed by students on entering College.

The Library of Congress and the collections of the Smithsonian Institution, the National Museum, the Corcoran Art Gallery, and collections of the National Capitol, open to the public, are of inestimable value to the students of the College.

Religious services of an undenominational character, in which the Faculty and the students participate, are held daily except Saturday.

Students whose parents desire that they attend a church of a special denomination, may communicate this wish to the President.

#### STUDENTS FROM NORTH CAROLINA ATTENDING GALLAUDET COLLEGE 1864-1944

Linwood W. Alderman	Irene L. Hamilton	M. Kathleen Parker
Mary Allison	Virginia A. Haywood	Mittie H. Parker
*Albert J. Andrews	*Sarah K. Herring	*Emma L. Pike
George H. Bailey	Leslie Hinnant	Hazel Pike
*Ernest Bingham	*William A. Hunter	Orpah J. Prevatt
*Edith S. Boggs	Charles E. Jones	*Peter L. Ray
Emma C. Bradley	Calton James	Rosalind Redfearn
*Robert W. Brouch	*Jasper A. Jamison	James M. Robertson
Max Brown	*Jennie Jones	Marion Sessoms
Ward B. Butler	*Wallace Kinlaw	Ray Sherrill
James Calhoun	Ruth Kirby	*Hazel Taylor
W. H. Chambers	Lillian G. McFarland	*Robert S. Taylor
Pearl Coltrane	*Joseph M. Mallet	Carrie Thomas
Pauline Conklin	William S. McCord	Odie W. Underhill
Alberta DeLozier	Robert C. Miller	Nonie Watson
John Dermott	David Morrill	Julian West
Lyon Dickson	Laverne Palmer	Edith Williamson
Edward Farnell	Malina C. Parker	Ophelia Zachary

#### DEGREES CONFERRED (In Course)

##### *Bachelor of Arts*

*Ernest Bingham	1895
Robert S. Taylor	1901
Odie W. Underhill	1908
George H. Bailey	1911
*Emma L. Pike	1911
Virginia H. Haywood	1912
*William O. Hunter	1914
David Morrill	1933

##### *Bachelor of Science*

Leslie Hinnant	1935
Lyon Dickson	1940
Edith Williamson	1943

##### *Bachelor of Letters*

Robert C. Miller	1903
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##### NORMAL FELLOWS

##### *Master of Arts*

*Joseph A. Tillinghast	1892
------------------------	------

##### *B. S., Davidson College*

Edwin F. Mumford	1901
------------------	------

##### *M. A., Wake Forest College*

*Frank O. Huffman	1902
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##### *B. A., Wake Forest College*

Claude R. McIver	1902
------------------	------

##### *B. Ph., University of North Carolina*

Musa Marbut	1904
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##### *B. A., Converse College*

##### *Graduated with a Diploma*

Helen Bailey, Mitchell College	1918
--------------------------------	------

Rese Woodard, Morganton H.S.	1919
------------------------------	------

Jerome Hicks, Randolph-Macon	1920
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#### HONORARY DEGREES CONFERRED:

E. McKee Goodwin, Doctor of Letters	1937
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Odie W. Underhill, Masters of Arts	1935
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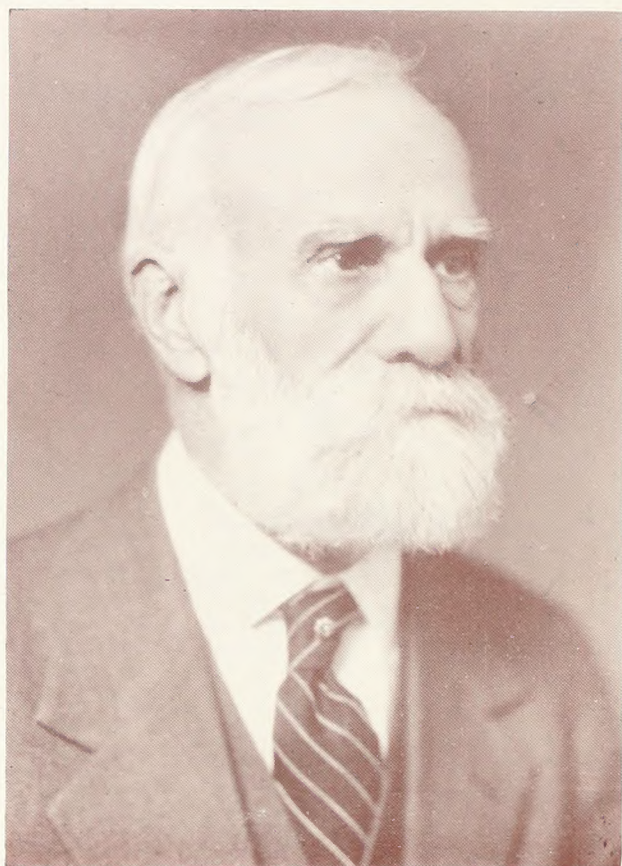
\*Deceased

PART III



In Memory of  
Edward McKee Goodwin  
1859 - 1937





*Ellis K. Goodwin*

# Edward McKee Goodwin

## A TRIBUTE

*(From a Member of the Board)*

The statement which in my loving appreciation of Dr. E. McKee Goodwin most fully covers his total life is none other than these words: "And I heard a voice from heaven saying unto me, Write, Blessed are the dead which die in the Lord from henceforth: Yea, saith the Spirit, that they may rest from their labours; and their works do follow them."—Rev. 14:13.

Affectionately,

HOWARD E. RONDTHALER

Salem College  
Winston-Salem, N. C.



DR. GOODWIN IN HIS OFFICE



## In Memory of the Founder

EDWARD MCKEE GOODWIN

1859-1937

No more appropriate introduction could be made for the pages which are here devoted to the life and works of Dr. E. McKee Goodwin than the one written for a special memorial edition of *THE DEAF CAROLINIAN* in 1937, by Odie W. Underhill, a member of the first class of beginners to be admitted when the school opened its doors for the first time in 1894, later to graduate with honor in the Class of 1903. He completed the full course leading to the Bachelor's degree at Gallaudet College in 1907. Then, after years of experience in the class room in both the academic and vocational departments of other schools, he returned to his Alma Mater, in 1926, to be the "right arm" of both Dr. Goodwin and his successor:

"The more we attempt to get out a special edition to the memory of our lamented superintendent and friend, the more we feel our inadequacy to the task of doing honor to the man who dedicated his life to the education of the deaf in his native state. Only those who have had the good fortune of associating with Edward McKee Goodwin can appreciate the spirit in which we endeavor to undertake this task.

"On these pages of the memorial number are printed tributes to his great soul and to his life work. There is no greater tribute to pay "Supt. Goodwin," as we were wont to call him, than that he exemplified the truest Christian attributes which were long ago set forth as guarantees of eternal solace in the kingdom of God. Because of that, he was eminently fitted to fill the role of educator and friend to a class of handicapped children whose peculiar cause needs understanding of and sympathy with their problems."

"A little over four months have passed by since he departed from our midst. Yet we feel he is still here with us—over at his home, in his office, at Goodwin Hall, in the hospital, or at the old barn. Every day we are doing the day's work in the nearness of his spirit. Yes, Supt. Goodwin is still with us.

"As I write these lines, my mind is stirred with memories of my happy days at school. It was a chilly October morning back in 1894 when I saw for the first time the man who, for the next forty-three years, was my teacher and guide. It was the first opening day of the new school he founded. How well I recall that first meeting! As he greeted us, that shining countenance with its handsome dark beard, that twinkle from his piercing dark eye, so dear to us all, left an impress upon my whole being that has remained to this day. Later, at College, teaching in other schools, and finally

back at my alma mater, that picture has ever been before my mind. Supt. Goodwin, here and yonder, is a constant inspiration to greater effort.

"Never will I forget his chapel talks, rich in religious conviction; his firm, yet kindly and just punishments for misconduct; his dominating personality in every phase of school life. So strong was his impress upon his proteges that in after school life, the only thought, the only desire of most of them is to practice the Christian faith he preached. "How would Supt. Goodwin feel if I do this or that" is the spirit that has guided the feet of "his deaf children" along the many and various paths they follow.

"So in that spirit we dedicate this issue of THE DEAF CAROLINIAN in loving memory and grateful appreciation of his life."

Final tribute was paid at 10:30 o'clock Tuesday morning, July 20, 1937, to Dr. E. McKee Goodwin whose career, crowned by the development of the North Carolina School for the Deaf, was closed by death Sunday afternoon, July 18. Funeral services were held at the First Baptist Church of Morganton of which he was chairman of the board of deacons, with the pastor, Rev. R. L. Councilman, in charge. Interment followed in the family plot at Forest Hill Cemetery. On his tombstone are inscribed: "Edward McKee Goodwin, Founder of North Carolina School for the Deaf."

### AN APPRECIATION

(Address, by O. A. Betts, delivered at the Memorial Service held by the Alumni Association of the North Carolina School for the Deaf, at the Home-Coming Reunion, Sunday morning, September 5, 1937. It was Dr. Goodwin who inspired Mr. Betts to take up his life work with the Deaf.)

When I was asked by your secretary to be one of your guests on this occasion and to pay a word of tribute to Dr. Goodwin, I deemed it not only an honor but a privilege and a duty. An honor, because of the eminent position to which Dr. Goodwin had attained in the field of special education as it pertained to the deaf, not only in America, but in other countries as well; a privilege, because there are many others more gifted who might have given you an appraisal of Dr. Goodwin and his work that would have been a tribute indeed; a duty, for I doubt if there is living today any one who had a more intimate association with him at that period of his young manhood when he was preparing himself to do battle against the illiteracy existing in the South at that time.

To attempt to evaluate either the life or the work of Dr. Goodwin with any degree of justice is a task I would not presume to undertake, especially at this time, but one, I hope, that will not be too long delayed. Nor shall I give a chronological sketch, in accurate detail, of the development of this School, for that, too, is a task for the experienced biographer.

I shall therefore endeavor, for the sake of the Alumni and their friends, in my humble way, with memories reaching back into my child-



hood, to pay a tribute which, no matter how inadequate, is from the heart and carries with it a sincere appreciation of the man and his great purpose.

Born in the same community in which I took up my residence in the tender years of my youth, a few years my senior, Dr. Goodwin like myself, lived, on a farm within a few miles of the State Capitol. He was a mere lad of six years when the Civil War closed and soon had to share the burden of the work on the farm with his older brothers. There was plenty of work and few diversions for boys at that time. There was but little wealth in the South in those post-war days. Many young men felt discouraged and the roster of nearly every State west of the Mississippi bears the names of thousands of Southern families whose sons went into new fields to seek their fortune. What a blessing to our State that the man to whom we pay tribute today so loved his home and had such a clear vision, even in his youth, of the great need of education for all its people, that he chose to remain here.

I can recall, when I was a mere lad and Dr. Goodwin was an elementary school student, that he was particularly concerned about my progress in school. How fresh in my memory are his words of admonition—"Study hard and get an education." Words that fired his own imagination and made him one of the most serious minded students I ever knew. "Burning the midnight oil" was to young "Ed" Goodwin a habit of life.

I know you will pardon me for injecting into this tribute to Dr. Goodwin some reminiscences of my early life which was influenced by both his precept and his example. In fact, no greater tribute can be paid to any man than to say that he made the battles of life easier for others. There are scattered over this and other states scores of young men and women holding places of honor, both in the State and the Nation, who refer to Dr. Goodwin as the man to whom they owe more than to any other, the success to which they have attained. There was about him a zest for study and work that was contagious. His unbounded energy and enthusiasm were inspiring. Youth felt the warmth of the glow and caught the spirit of a determination to win—which knew no surrender.

It was my good fortune to spend many months in his class room: First, a very brief period, as a school mate, then later, as one of his pupils, and finally, as a member of his staff of teachers in this school. Do you wonder that I count it a privilege to pay tribute to the man who helped me so much and whose life was held up to me, even when a child, by my own parents, as one worthy of emulation and to whom I rendered a service that was indeed a pleasure!

No task was too hard for his spirit and pluck. He paid his way through his preparatory and college courses by the sweat of his brow. At the age of nineteen he began his college preparatory studies in the Academies of Raleigh and his progress through these renowned schools and





DR. GOODWIN IN  
ONE OF HIS CHARACTERISTIC POSTURES

his teaching experience before entering college, one of which was with the Cary Academy, and his years in college leading to his graduation in the class of 1884, were years of laying a solid foundation for the great work he was destined to undertake as his life's calling.

After serving one year as superintendent of the City Schools in the town of Kinston, N. C., Dr. Goodwin decided to take up the profession in this new field in the State School for the Deaf and the Blind at Raleigh. This first year with the deaf was perhaps the turning point of his life for there was little at the old school at Raleigh to fire the imagination of one with Dr. Goodwin's ambition. However, the desire for research and study prompted him to attend the Convention of American Instructors of the Deaf which convened in San Francisco in the summer of 1885. There he came in contact with the leading educators of the deaf. He was offered a position on the teaching staffs of several of the best schools in America. He decided to accept the offer of the Iowa school and remained there until the spring of 1888. He then came back to the old school at Raleigh. But he brought with him the spirit of adventure and, after three long years of arduous campaigning he succeeded in convincing many of the State's leading educators and legislators of the need for better facilities for educating the deaf, including new buildings entirely separate from those of the blind.

The culmination of this effort was an Act ratified by the General Assembly of the State, on March 7, 1891. Vividly do I recall that day, for, as substitute instructor I was in charge of Prof. Goodwin's class while he was in the legislative halls fighting like a noble Spartan of old, the great battle of his life. When the good news finally reached the school, there was genuine rejoicing among the deaf boys and girls for they seemed to sense the dawn of a better day for themselves and for those to come after them. From that day in March, 1891, until the new school opened its doors for the reception of pupils for the first time, on October 2, 1894, and throughout the remaining years of his career, there was one purpose motivating the life of Dr. Goodwin and that was to develop a school for the deaf boys and girls of this State that should be a model in its equipment and its achievement.

It would take more time than I have at my disposal to give you any conception of the task Dr. Goodwin set for himself when he resolved to make this idealistic dream of his come true. We can all dream beautiful day dreams about the wonderful things we wish to do, but how many have the stamina and the faith to forge ahead day and night, year in and year out, against discouragements which, at times, are seemingly too overwhelming for anyone to combat. There would be no answer more compelling nor more gloriously proclaimed as to the success of his adventure than to look into the faces of the former pupils of this school who have come to pay



tribute, inadequate as it may be, to him who labored so hard in their behalf and for hundreds of others who are not able to be here, but who are one with us in spirit today as their thoughts travel back over the happy years of their school days spent here with a protector and mentor who loved them and dared to care for them. What the world needs today are leaders, yea, teachers, who not only dare, but care. Some one to care whether the "forgotten man" has a square deal, the handicapped child every opportunity that modern science can evolve.

That Dr. Goodwin's dream for a well-equipped school was realized is the attestation given by leaders of the profession throughout this broad land of ours, as well as by the honors conferred upon him by such national organizations as the Convention of American Instructors of the Deaf, the Conference of Executives of American Schools for the Deaf and the Association to Promote the Teaching of Speech to the Deaf, all of which have awarded him their highest honors and retained him on some of their most important committees up to the day of his death.

Dr. Goodwin was in my judgment too modest in his estimation of the rank this school held in comparison to the other schools of the nation. He was ambitious to class it as one among the best, but I am not the only teacher of the deaf who feels that this phrase should be transposed to read "second to none."

Although his labors were, in a sense, restricted to his native State and chiefly to the cause of educating the deaf, they were not wholly confined to this single group for Dr. Goodwin identified himself with the great movement of universal education for all classes as well as in other spheres of service. We shall always class him with the great leaders of the State who, in the latter years of the nineteenth and at the opening of the twentieth century, did so much to revolutionize the state educationally. In other words, to do justice to Dr. Goodwin we shall always place him as a contemporary of Gov. Chas. B. Aycock, North Carolina's great Educational Governor; Dr. Chas. D. McIver, the founder of the great college for Women at Greensboro, with whom Dr. Goodwin labored many years as a member of the Board of Trustees of the College; the Convention of the Baptist denomination of the state for he was one of the leading spirits in establishing Meredith College at Raleigh and for many years a member of its Board of Directors, and with Dr. J. Y. Joyner, State Superintendent of Schools; Dr. Edwin A. Alderman, President of the State University; Dr. P. P. Claxton, former United States Commissioner of Education, and others who were his friends and with whom he held a common interest in the crusade against the entrenchment of illiteracy within the State.

Dr. Goodwin's interest in the advancement of education and his active participation in matters of a civic and religious nature, I am happy to say, were duly recognized by both Wake Forest College and Gallaudet College, Washington, D. C., both of which conferred upon him the Doctor's degree.



On the 12th day of April, 1935, the General Assembly of the State of North Carolina, forty-four years after the ratification of the Act establishing the School, ratified the following resolution—"That felicitations of love and esteem are hereby extended to Dr. E. McK. Goodwin on the completion of fifty years of service to the State as teacher and Superintendent of the North Carolina School for the Deaf at Morganton with the hopes that he may be spared for many more years of usefulness."

Anything else that we might say concerning Dr. Goodwin and his work will be but a feeble attempt compared with this high tribute paid him by the State which, by mandate, in 1891 gave him the means and entrusted to his hands the great task of improving the condition of the deaf of the State.

From 1891 to the close of his life on the 18th day of July, 1937, the splendid course planned minutely by Dr. Goodwin for the building up of a modern school for the deaf progressed from year to year. There was no recession. From one central building, completed in 1894, the physical plant was developed into a system consisting of nine commodious buildings besides several homes for the school staff and barns for the farm. To the original plot of land chosen as a site for the School have been added additional acres until the total acreage is more than four hundred. THE ANNALS OF THE DEAF for 1937 gives the value of the buildings and grounds of more than one and a quarter million dollars.

In telling of the work of Dr. Goodwin in developing this school for the deaf, it has not been my intention to convey the impression that he was a man so immersed always in study and work that he had no time for the social or aesthetic amenities of life, for the school curriculum was well balanced with pleasing features of a social and artistic nature. In the home of Dr. Goodwin, shared by his beloved wife until June 2, 1934, when she was called to her heavenly home, and by his four daughters, one was conscious of an atmosphere of culture and refinement made beautifully home-like by books and art and the touch of loving hands. He lived and died in an environment that made duty a pleasure and recreation peaceful.

The positions of responsibility that Dr. Goodwin was called upon to fill by his church within the State, attest his deep religious convictions. From these convictions sprung the indomitable courage which made him such a formidable opponent to all social and moral evils.

In closing this simple tribute to Dr. Goodwin, I might say that this splendid School which he conceived and built is his monument, and I could well say that the hundreds of boys and girls, the product of this school, who have faced life with something of the exalted spirit of the founder, represent a fitting memorial more appropriate than marble. Yet with my knowledge of Dr. Goodwin and his work and my experience with the deaf, I am constrained to say that there can be no greater testimonial to him than that which your presence today and your own hearts confirm when we say he was a *friend of the deaf*.



LAST PICTURE OF DR. GOODWIN, APRIL 1937

## A TRIBUTE



A truly great man is known not only by the manner in which he responds to the call of humanity in times of a great crisis but is more often measured by his ability to meet and rise above the common everyday problems of life in his dealings with just ordinary folks. Such a man was Dr. E. McK. Goodwin as we like to remember him. Those who were intimately associated with him in his daily life can more fully appreciate these finer qualities in the man, and will remember him for the quiet influence of his life among those with whom he lived and labored. He was a man who loved his friends but loved justice and right even more. His devotion to his obligation to the State was excelled only by his devotion to the cause to which he dedicated his life, that of service to the handicapped child. He will continue to live in the lives of the hundreds of boys and girls who have gone out from the School and are filling their places in this commonwealth as loyal and obedient citizens. Dr. Goodwin was truly a great man and fortunate indeed are those of us who were privileged to know and labor with him for so many years.

W. M. SHUFORD

*Formerly of our School Staff, a former Superintendent of the National Junior Order Orphans Home, Lexington, N. C., now a member of the Board of Trustees of our School.*



### A LIFE DEVOTED TO SERVICE

To appraise properly and appropriately the life and work of Dr. E. McK. Goodwin, whose name throughout North Carolina—indeed in professional circles throughout the nation—is synonymous with service to the deaf, would be an assignment worthy of time to do the subject justice and of a pen more gifted than this can hope. However, at a time like this, when the mind gropes helplessly for words with which to pay tribute to such a full, useful life, a life spent wholly and devotedly for others, the inadequateness of written expression may perhaps be made to balance with sincerity of purpose which actuates the effort to write, and the depth of feeling which attends it.

Doubtless the death of Dr. Goodwin, which occurred here Sunday afternoon, July 18, 1937, will be the occasion of many testimonials as to his high character and his eminent position in the profession in which he was recognized to have few equals and no peer. In his case, as does not always happen, recognition of his worth and ability did not wait until after he had passed on, we are gratified to reflect, but for years he has been rated in the forefront of his profession, several degrees having been bestowed upon him, and the North Carolina School for the Deaf, into which he put his whole life and ambition, stands out as one of the best among similar institutions in the country. Its normal teachers have needed no further recommendation than that they were trained in the North Carolina School.

However, as we who knew him well and were favored with his friendship think of him now at the close of an interesting and purposeful career, it is not as a teacher, not as an intelligent, thrifty manager, a tireless worker, a diplomat in handling difficult situations (including State Legislatures!) or as an executive of high order that we would and will remember him best, as much as these contributed to his success. In our opinion the greatest thing in his life, standing out in bold relief, was the mutual devotion that existed between him and all the deaf of the State. They instinctively realized as soon as they came under his influence that he was their friend and that their interests were uppermost in his mind and heart. If any were inclined to self-pity, because of the handicap of deafness, this was overcome, and the friendliness and sympathetic understanding which Dr. Goodwin invariably made the watchwords of his management of his youthful charges won their affection for life. They loved him as father, and his name will be venerated and his memory revered for generations to come.

—*Editorial by MISS BEATRICE COBB in the (Morganton) News-Herald*

## DR. GOODWIN AS OUR SUPERINTENDENT

When news of the passing of Dr. E. McKee Goodwin reached me, I felt, as did hundreds of other educators of the deaf, that sadness and sense of loss that come to us when a great leader has gone from us whose place cannot be filled. Dr. Goodwin was one of the greatest educators of deaf children in the United States and he was truly an eminent superintendent. His personality and his work are so indelibly impressed on the North Carolina School for the Deaf that, for time to come, it will always be known as "Goodwin's School."

There is nothing I can say in the way of appreciation of Dr. Goodwin, the man, or his work as an educator that could add to what has already been said, or what will continue to be said by his profession. However, there are some fine qualities that he possessed which only those who knew him well over a period of years could possibly appreciate. It is of some of these lesser known facts of his every day school life that I want to express my appreciation and high regard.

I cannot remember the time when I didn't hear of "Goodwin and his school at Morganton," for I belonged to the Walker family of South Carolina and back in those days the profession was like a large family. Superintendents and their families were close friends. They exchanged friendly letters, visited back and forth, and what was going on in the North Carolina School was of interest to the Walkers at Cedar Spring. It was early impressed on me that the North Carolina School was doing fine work and Doctor Goodwin was a leader.

After teaching a number of years in several of the large eastern schools, I came to North Carolina, in 1918, as Dr. Goodwin's principal. For five years I worked "with him" (not for him) and learned to know and to appreciate better some of the qualities that made him a great superintendent.

Dr. Goodwin's keen grasp of every detail in and around the school was amazing. His simplicity was one of his very fine traits. His knowledge was wide. He could go out on the farm and show deaf boys how to pick peas as easily as he could lead a conference of teachers on the latest method of teaching speech. Officers, teachers and pupils could go to him with their problems and he was always ready to help them. A friendly chat in the hall, a funny story at the breakfast table, made many a day bright, which might otherwise have been wasted so far as school was concerned.

Living and working with people you learn to know them. Dr. Goodwin was always kind. He could see your side, and if you were fortunate enough to have an idea, he would let you "try it out." In this way he developed initiative in pupils and teachers to a great degree. He believed in you—that was why you were in his school. He believed in work. You instinctively moved a little faster when you heard his step in the hall.



You tried to use your time wisely because he valued time. You caught something of his fine spirit if you were with him very long. You can't think of him as gone. He is still at work "over on the hill."

—PATTIE THOMASON TATE, *Principal*

### DR. GOODWIN AS A SUPERINTENDENT

Several years ago the young superintendent of a school for the deaf which had been but recently established visited the North Carolina School. He saw work in every class room and in every shop. At the end of his visit he made but one comment: "Fifty years from now we may have a school like this." It had taken almost fifty years to make the North Carolina School—almost fifty years and the right sort of *leadership*. A school is not made of brawn and brick and mortar; a school is made of brain and interest and energy. It was these three—interest that burned like a flame, fed by abundant energy, controlled by unusual intelligence—that Dr. Goodwin brought to his task of leadership.

Intelligence may be defined as ability to learn from the printed page, from one's own experiences and from observation of the experiences of others. Sound judgment, a sense of proportion, selection of the vital and the essential, appraisal of results from a detached viewpoint, sensitiveness to the reactions of others are some of the manifestations of intelligence. Its supreme manifestation, its quintessence is known as "common sense." To a marked degree Dr. Goodwin possessed, along with these other characteristics of a fine mind, common sense.

Dr. Goodwin, possessed courage. In his earlier years he was not afraid of being called a radical, as for instance, when he introduced oral work into his school. In these latter days of half-baked experimentation pursued in the name of Progress, he was not afraid to be called a conservative and he held fast to that which he knew to be good. Open-minded he accepted no theory until he had become convinced of its practicability. With a wisdom born of long experience he knew that "the old order changeth" but he yielded no place to the new until he had assured himself of its worth. He had learned, too, that the upward way lies along the way of evolution, not revolution, and by that road he led those who followed him.

Under Dr. Goodwin's leadership the North Carolina School became a democracy in which it was a joy to work. He had none of the foibles and faults of the big frog in the little pond. He was the least autocratic of leaders. Having delegated authority he was always ready to assist, to advise, to "back up," but he issued no mandates, and, as he was fond of putting it, he was always "open to conviction." Honest opposition was given its day in court. Keys might rattle and the desk be pounded with a resolute fist, but when the argument was ended and the stirred waters settled, the stream ran clear again.



Dr. Goodwin was too intelligent not to realize that the best way to fit a boy or girl to earn a living was first to fit him or her to live. Intensely practical himself he knew that in order to profit by vocational training a boy or girl must have a foundation in the use and understanding of English on which to build. Hence with him in the order of importance, next to the moral and physical welfare of his children, class room work came first. It was sacrificed to nothing. An excellent teacher before he became a superintendent he was quick to recognize and appreciate good teaching. Like all successful leaders he knew that contented workers are the most efficient workers, and he was exceedingly considerate of his teachers and of other members of his staff.

Dr. Goodwin's pride and delight in his school was immense, but whenever he heard it praised, it was his pleasure to divide the credit. "I have had good help," he was wont to say. He seemed not to feel that his securing and holding good help was entirely due to his qualities as a leader. Cooperation cannot be commanded. Like loyalty and respect it must be won. The measure of his success as a superintendent was indicated by the admirable team work with which the departments of his school—household, academic, vocational—functioned.

There are today hundreds of deaf men and women in North Carolina and in other states who owe all to the school he founded and directed; there are hundreds of teachers who are better teachers for having served under him; there are superintendents who have been inspired by his example and helped by his advice. There is but one tribute that they can pay him—to support the ideas and ideals for which he stood as an educator. The remarkable rightness of those ideas and ideals results have attested.

—ENFIELD JOINER, *Educational Principal*, 1927-1938.

### THE MEASURE OF A MAN

Not—"How did he die?" But—"How did he live?"

Not—"What did he gain?" But—"What did he give?"

These are the units to measure the worth

Of a man as a man, regardless of birth.

Not—"What was his station?" But—"Had he a heart?"

And—"How did he play his God-given part?"

"Was he ever ready with a word of good cheer

To bring back a smile, to banish a tear?"

Not—"What was his church?" Nor—"What was his creed?"

But—"Had he befriended those really in need?"

Not—"What did the sketch in the newspaper say?"

But—"How many were sorry when he passed away?"

In making an estimate of the life of Dr. E. McK. Goodwin we can do no better than to make use of the units of worth as given by the author in this poem, "The Measure of A Man".

"How did he live?" "In the fear and admonition of the Lord." His faith in God and his belief in the Bible could not be shaken. He was a constant member of the Baptist church and a strict observer of the Sabbath. "What did he give?" Many years of faithful service to his native State: love and devoted care to his family.

"Had he a heart?" Anyone who had ever seen him with the small children clustering around him could not doubt it. To them he represented a kind and loving father, who was interested in their work and play. Until the last two years of his life, when failing health prevented, he attended every school party, often participating in the games, entering wholeheartedly into the fun of the evening.

"How did he play his God-given part?" Courageously and faithfully. In the days when Dr. Goodwin began his life's work among the deaf teaching was no easy task. What is now a broad highway leading upward to higher education for the deaf, was then a narrow path with stumbling blocks and difficulties to be surmounted at every step. Only the courageous who entered the ranks could stay and gain success. And when he came to the place where the path of teacher led into that of the superintendency his difficulties and responsibilities were not diminished but increased. He met them all with courage and faithfulness, and never called retreat.

In the long years of service as superintendent he was kind, considerate and impartial in all his dealings with his teaching staff. He was not only willing to hear but welcomed suggestions for the betterment of the school from any of his faculty, and while he might not agree, he was always open to conviction. Possessed of indomitable energy he could not tolerate indolence in pupil or employee. With untiring effort and perseverance he built up a school for the deaf the equal of any in America. Outstanding qualities of his character were industry, perseverance and punctuality.

"Had he befriended those really in need?" This question can be best answered by the deaf themselves. They better than anyone else know what the education they received has meant to them. Surely no people are more in need than the uneducated deaf. No child who ever entered this school, whether he stayed to complete the course or left after a few years, but was better for the instruction he received here, better physically, mentally and morally.

"How many were sorry when he passed away?" All who knew him. All who had worked with him or for him, all who have been pupils or are now pupils of this school. Let us keep his memory green by doing our work as he would wish it done, and by so doing carry on his work for the School with this for our motto, *Nunquam Retorsum* (Never Backwards). And perhaps he will know it.

"The living are the only dead;  
The dead live—nevermore to die.  
And often, when we mourn them fled,  
They never were so nigh!"

—MARY CHRISTINE MAUZY, *Teacher*



## FROM HIS FRIEND OF PIONEER DAYS IN EDUCATIONAL WORK IN NORTH CAROLINA

Dr. E. McK. Goodwin was the best friend the deaf of North Carolina ever had. The education of the deaf was the ruling passion of his life. He was the father of the North Carolina School for the Deaf at Morganton. To its development he devoted his splendid talents, his remarkable executive ability, his indomitable energy, his irresistible enthusiasm, and placed it in the front ranks of schools for the deaf in the nation. Through ages to come, let us hope, this school, this best sort of monument to a great, good man, will continue to brighten and bless the lives of thousands and to make eternal the name and multiply the influence of the life and work of its founder.

Dr. Goodwin was a happy and rare combination of the idealist and the realist. While the education of the deaf was his major interest and work, his interests and activities were not limited to this. He was interested and active in the educational, civic and religious life and development of his state and community.

He was one of that small group of young men that were chiefly responsible for starting in the nineties our educational renaissance.

As a public-spirited citizen and Christian, he could always be counted on to do his part in every movement for the betterment of his State, his community, and his church.

"He is gone but nothing can bereave him  
Of the force he made his own  
Being here, and we believe him  
Something far advanced in state,  
And that he wears, a truer crown  
Than any wreath that man can weave him."

—J. Y. JOYNER, *For many years State  
Superintendent of Public Instruction.*

## FROM THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

By the death of Dr. E. McK. Goodwin, the deaf profession has lost one of its most faithful workers. Dr. Goodwin founded the School for the Deaf at Morganton, North Carolina and served as its executive head for forty-three years, during which time he had the satisfaction of seeing a barren hillside converted into the site of one of the most attractive and efficient schools for the deaf in the country. Because of ill health he was made Emeritus Superintendent in May, and despite the well advanced age of 78 years, he retained an active interest in the progress and development of the school until death intervened on July 18, 1937.

Dr. Goodwin was one of the best known of superintendents having



taken an active interest in the work of the Convention of American Instructors of the Deaf, the Conference of Executives of American Schools for the Deaf, and the American Association to Promote the Teaching of Speech to the Deaf; in all of which organizations he had from time to time been honored with positions of trust. During a period of forty years he had not failed to attend a single meeting of the Convention. He served one term as president of the Conference and was, at the time of his death, honorary president of the American Association.

His long term of service was outstanding because of the progressive nature of his administration. Ever alert to detect the modern trend and to utilize such improved methods as would best serve the deaf in their broader walks of life, he never lost sight of the educational needs of the children entrusted to his care. The greatest tribute that can be paid to Dr. Goodwin is the fact that a host of former students, whose lives have been moulded by his precept and example, unanimously acclaim him as their benefactor.

—IGNATIUS BJORLEE, *President Convention of American Instructors of the Deaf.*

#### FROM THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

Through the nearly fifty years of my life with the deaf it has been my good fortune to meet and to know intimately many great men and women. One of these truly great souls was Dr. E. McK. Goodwin of North Carolina. In his presence always we had a deep feeling of reverence. To know him was to love him. We cannot feel that he has left us for he lives enshrined within our hearts. His life and its radiance are still ours to keep and cherish while we remain. His influence for good and noble deeds, his constant devotion to his family, and his untiring efforts to build for the deaf children of North Carolina a great educational institution leave for all of us a living inspiration and benediction.

There is nothing quite so wonderful as the passage of a human heart. It glows and sparkles with a myriad of effects as it moves through life with us.

—FRANK M. DRIGGS *President, Conference of Executives of American Schools.*

#### FROM THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF

Of the various organizations which will feel a distinct loss in the death of Dr. E. McK. Goodwin, there is probably none with which he has been more continuously associated than with the American Association to Promote the Teaching of Speech to the Deaf. Since 1904 the Board of Directors of this organization has had his wise counsel and support. Only two members ever served longer, and none more faithfully.

Since 1914 Dr. Goodwin has been an officer of the Association, serving from that year as Second Vice-president, later as First Vice-president. In January 1937 the Board honored itself by electing him honorary President of the Association—a position held by no one else in the history of the Association.

Those who participated with him in these Board meetings could appreciate doubly the characteristics which made him a leading educator of the deaf. He was a lovable man, a clear thinker, firm in conviction, yet withal mild and refined in action. Well born, always a gentleman, he administered steadfastly and justly. Those who tried to balk his action or hinder his purpose invariably rode for a fall, for to malign him simply belittled the maligner, as those who tried, on several occasions found to their sorrow. He did his work well, was honest, kept his word, helped when and where he could and was fair. His greatest contribution to the profession was himself.

—ELBERT A. GRUVER, *President, The American Association to Promote the Teaching of Speech to the Deaf.*

## CITATIONS CONFERRING HONORARY DEGREES

### DOCTOR OF HUMANITIES

"Edward McKee Goodwin, B. A., M. A., George Peabody College. While teaching in the public schools of this State he sponsored legislation for the creation of a school for the deaf. In 1893 he witnessed the laying of the corner stone at Morganton for the North Carolina School for the Deaf of which he has continued as president. His achievement to this unique relationship has brought self-support, music, literature, culture into the lives of thousands who having ears can not hear. His fame has furnished leadership and inspiration to other states of this country. A half century of humanitarian service in many fields and national distinction in that in which he has spent almost his entire life commend him for the L. H. D. degree."

—THURMAN KITCHIN, *President*  
June, 1932. *Wake Forest College*

### DOCTOR OF LETTERS

"Edward McKee Goodwin, able teacher of the deaf, administrator and leader in the education of the deaf; during the past fifty years under your direction, the State of North Carolina has built, equipped and maintained one of the most advanced and largest schools for the deaf in the country; you have all that time with skill and success trained these handicapped children of the state to become self-supporting, independent God-fearing citizens."

—PERCIVAL HALL, *President*  
June, 1935. *Gallaudet College*



EDWARD McKEE GOODWIN,  
A. B., M. A., Litt. D., L. H. D.



## RECOGNITION BY THE GENERAL ASSEMBLY

JOINT RESOLUTION EXTENDING FELICITATIONS OF LOVE AND ESTEEM  
TO DR. EDWARD MCKEE GOODWIN, SUPERINTENDENT OF THE NORTH  
CAROLINA SCHOOL FOR THE DEAF, ON HIS FIFTY YEARS OF SERVICE  
TO THE STATE.

"WHEREAS, Dr. Edward McKee Goodwin, Superintendent of the North Carolina School for the Deaf at Morganton, has served the State and its deaf mute wards for fifty years as teacher and superintendent of the said institution, during which time he has rendered self-sacrificing service coupled with a high degree of efficiency and sympathetic understanding for the physically afflicted and under-privileged children under his care; and

"Whereas it is desired to express public recognition of the splendid services rendered to the State of North Carolina for half a century by Dr. Goodwin; now, therefore, be it

Resolved by the House of Representatives, the Senate concurring:

"Section 1. That felicitations of love and esteem are hereby extended to Dr. Edward McKee Goodwin on the completion of fifty years of service of the State as teacher and superintendent of the North Carolina School for the Deaf at Morganton with the hope that he may be spared for many more years of usefulness.

"Section 2. That a copy of these resolutions be sent to Dr. Goodwin.

"Section 3. That this resolution shall be in full force and effect from and after its ratification."

In the General Assembly, read three times, and ratified, this the 12th day of April, 1935.

—A. H. GRAHAM,  
*President of the Senate*

—R. G. JOHNSON, *Speaker*  
*House of Representatives*

## DR. RANKIN —DR. GOODWIN'S SUCCESSOR

The North Carolina School for the Deaf has had only two superintendents—Dr. E. McK Goodwin, founder and Superintendent from 1894 to 1937, and Dr. Carl E. Rankin. It was a happy coincidence that a member of the founder's family through marriage, an educator whom he could trust to understand his work, should be called upon to assist him in carrying on the work of his declining years, and later to succeed him thru appointment based on his own broad educational background and experience.

Carl Emmet Rankin was born in Guilford County, September 14, 1892, a son of Millard J. and Mollie E. Rankin, and a great-great grandson of Robert Rankin of Scotch-Irish descent, who came from Delaware and settled in Guilford County in 1763, one of a group of Scotch-Irish Presbyterians who founded Buffalo Church, the first Presbyterian Church established in Guilford.

Mr. Rankin graduated with the Degree of B. A. from Davidson College in 1917, and shortly thereafter with rank of 1st Lieutenant from the First Officer's Training Camp at Fort Oglethorpe. For nearly two years he served with this rank in the 11th U. S. Cavalry, and as machine-gun instructor at Fort Oglethorpe and at Fort Sill. Approval by the War Department of his transfer to the air service and promotion to the rank of Captain reached him in early November 1918; but immediately following the Armistice of November 11, he resigned his commission and returned to civilian life.

Carl Rankin's college ambition was to study medicine, but he became interested in the problems of education through his association with Dr. Goodwin during his courtship and marriage to Dr. Goodwin's eldest daughter. In 1919 Mr. Rankin entered upon graduate study at Teachers College, Columbia University, and was awarded the M. A. degree in 1920. In 1921-22 he taught English in the Horace Mann School for Boys for one year, then as head of the Department of English in McBurney High School for Boys, New York City, for four years. During these years he pursued further graduate study at Columbia, spending two summer vacations as Woodcraft Counselor at Camp Hanoum in Vermont, and two as Director of the New York City Mission Camp for Boys, in the hills of Dutchess County.

In 1926 he was invited to occupy the Teachers College Chair of Education and Psychology in Lingnan University, Canton, China, where he served five years. In 1930-31 he served as Dean of the College of Arts and Sciences of that University, working out with his faculty a carefully prepared five-year plan for the following period, assisting in establishing experimental and model schools in and near the city of Canton, and in developing intelligence tests in the Chinese language—a period which was interrupted by the Japanese invasion of 1932.

Returning to the United States on sabbatical leave in 1931, Mr. Rankin resumed further graduate study and research at Columbia University and the University of North Carolina, and was awarded the degree of Doctor of Philosophy in the Faculty of Philosophy at Columbia University in 1934.

During his graduate study at Columbia Dr. Rankin was made a member of Sigma Alpha Epsilon Fraternity, and of the national educational honor societies, Kappa Delta Pi and Phi Delta Kappa, which latter he served as President of its Columbia chapter; in 1932 he was awarded the Naomi Norsworthy Graduate Fellowship. For the interim 1933-34 he served as Dean of Westminster College in Pennsylvania.

In the fall of 1934 he undertook for a group of organizations in New York a research study of work conducted by educational agencies among seamen in the port of New York, with particular regard to adult education problems of adjustment, and submitted a finished report. This work led to a deep interest in social problems of adjustment.

Outstanding among these problems is the increasing difficulty of handicapped people in being able to fit into an age that continually emphasizes the development of new machinery. When Dr. Rankin was offered the task of helping to meet problems facing the deaf in 1935, he accepted the challenge; and upon the death of Dr. Goodwin in July 1937, Dr. Rankin was made superintendent.

His administration has been marked by a program of extensive fire-proofing and renovating of the buildings, farm and food-production expansion, increased facilities for recreation and Physical Education, aided in no small measure by increased impetus to our Boy Scout program; by the expansion of vocational training; introduction of various mechanical devices for instruction in hearing and visual aid, and the modernization of instruction as a result of research findings. He has led in stressing better professional preparation of teachers; working away from the old institutional ideas of household life, he has been an exponent of Social Education for deaf children; he has constantly stressed the need of the individual child, the vital need for Parent Education, and the need of applying the best thought in mental hygiene to our problems.

Thru his efforts, State College provided special Extension Service for adult deaf in agriculture and home economics.

As early as 1921, in New York, Dr. Rankin began, as Scoutmaster at Horace Mann School, his long service to the Boy Scouts of America, an interest which has tied together his devotion to his two sons, Edward McKee Goodwin, fifteen, and Robert Wharton, ten, with a keen interest in boyhood everywhere. There is no doubt in the minds of Scouts at our School that Dr. Rankin's hobby is "Boys", or in the Boy Scout organization, which he has served as member of the Piedmont Council since 1935,



member of its Executive Board since 1942, and National Council Member since 1944. He earned his Eagle Scout badge in 1944 along with one of his sons and one of his students; in 1945 the National Council of Boy Scouts of America conferred upon him its Silver Beaver Award "For Distinguished Service to Boyhood."

Since coming to Morganton Dr. Rankin has been a member of the First Presbyterian Church, which he serves as one of its Elders.

An educator of most pleasing personality, and deeply interested in his work of equipping deaf children for citizenship, Dr. Rankin is ably carrying on the work begun by the founder of the North Carolina School for the Deaf. He is a member of the Conference of Executives of American Schools for the Deaf, and a Director of the Convention of American Instructors of the Deaf; in the American Association to Promote the Teaching of Speech to the Deaf, he is serving as chairman of its committee now making a nationwide study of the relation of the home to the school for the deaf. He has served in conferences in Washington on problems and programs of national legislation relating to education and aid for the handicapped.



## Students Registered at North Carolina School for the Deaf 1894-1944

*(Arranged Alphabetically by Counties)*

### Alamance

Bailey, Betty Louise  
Banks, Katherine  
Banks, Kathleen  
Bradshaw, Hattie  
Bradshaw, Mattie  
Brown, Everette C.  
Cape, Charles T.  
Davis, Clyde  
Dixon, Currie  
Durham, Mozelle  
Durham, Melvin  
Durham, Flossie  
Hinshaw, Elmira  
McBane, Julia  
McDaniel, Dona  
McKinney, Colleen  
Mebane, Leslie  
Mebane, Ethel  
Mebane, Haye  
Mebane, Alma  
Millard, Alice  
Miller, Sandra Lee  
Moser, Thomas  
Paris, Lizzie May  
Parrish, Broodie  
Pendergraph, Ina B.  
Qualls, Argia Alyse  
Richardson, Edna  
Rozzelle, Nelda  
Sykes, Floyd  
Tate, May  
Taylor, Billie Jean  
Wilson, Willie F.  
Wilson, Nellie  
Whitefield, Everett  
Zachary, Alfred M.  
Zachary, Mahlon

### Alexander

Beckham, Robert  
Bowman, Earl H.  
Bowman, William  
Bowman, Dewey  
Brocks, Carlos  
Brown, Hattie L.

Brown, Everett W.  
Chapman, Fred  
Feimster, Charles  
Feimster, Asa  
Fox, Rin  
Hollar, Elsie  
Isenhour, Marvin  
Jolly, William Hall  
Jolly, Mono  
Jolly, Dorothy  
Kerley, Dallas  
Lackey, Lafayette  
Mayberry, Elzy  
McDaniel, Amanda  
Reid, Thelma  
Reid, Zelma  
Reid, Selma  
Rhyne, Mozelle  
Sherrill, Edwin Ray  
Starnes, Bessie  
Stewart, Clay  
Watts, Joe D.  
Watts, James  
Warren, Lula

### Alleghany

Blevins, Charlie A.  
Caudill, Vance  
Fry, Catherine

### Anson

Barwick, Joseph W.  
Burr, Mary  
Deason, Thomas  
Diggs, Walter  
Hendley, Pearl  
Hendley, John  
Howell, Eunice  
Hyatt, Joe  
Knotts, Edna L.  
Knetts, Nettie J.  
Knotts, Duke  
Knotts, Charlie  
Knotts, Nona  
Knotts, Willard  
Moore, Jabes  
Nichols, Nathan

Redfearn, Rosalind  
Redfearn, Sarah  
Talent, Earl  
Watson, Charles  
Watson, Percy

### Ashe

Ashley, James  
Ashley, Paul  
Barker, Clarence  
Bledsoe, Bobby Dean  
Bledsoe, R. H.  
Brooks, Wilma  
Burkett, Vinnie  
Davis, Lizzie Mae  
Dixon, Rena E.  
Dougherty, Pleas  
Glass, Ellen D.  
Haire, Albert  
Jones, Carl  
Jones, Richard  
Phillips, Albert S.  
Phillips, Zollie  
Phillips, Iva Lee  
Porter, Barbara Avenella  
Rhodes, Cora E.  
Saults, Vernie Lee  
Seagroves, Landen  
Shepherd, Thomas  
Shepherd, Virginia Ruth  
Walters, James A.  
Weaver, Elijah

### Avery

Coffey, David  
Daniels, Robert  
Green, Dallas  
Gwynn, Sybil  
Howe, Frances E.  
Howell, Spencer  
Howell, Ray  
Ollis, Ralph  
Palmer, Faye Marion  
Pitman, Charlie  
Ray, Julia Laura  
Wise, Anne May

**Beaufort**

Alligood, Hazel  
 Alligood, Blanche  
 Barber, Hugh  
 Chauncy, Myron  
 Daniels, Cottie  
 Daniels, Audrey  
 Daniels, Preston  
 Daniels, Elrice  
 Edwards, Leon  
 Hardison, Doris  
 Ives, David  
 Matthews, Francis  
 McGowan, Mitchell  
 Mixon, Noah  
 Moore, Cora E.  
 Moore, Jessie R.  
 Moore, Dorothy  
 Moore, Doris Jean  
 Parker, H. W.  
 Powell, Naomi  
 Ross, Bennie  
 Rowe, Lawrence  
 Sawyer, Ralph  
 Snell, Victoria  
 Tankard, Nancy Irence  
 Tyler, Ruth  
 Williams, Stella

**Bertie**

Baggett, Iona  
 Cobb, William Tommy  
 Floyd, Robert L.  
 Mitchell, Ruth  
 Owen, Elva H.  
 Pierce, Cora  
 Pierce, Mary  
 Tyler, William J.

**Bladen**

Brown, Lauder  
 Bunnell, William Troy  
 Guyton, Warren  
 Hines, John  
 Hines, Virginia  
 Huffman, Edna  
 Moore, Pete  
 Sewell, Ira

**Brunswick**

Brower, Hans  
 Brower, William Ralph  
 Farrow, Julius

Johnson, Lillie  
 Pierce, Daniel  
 Pierce, Bascom  
 Reynolds, Irving  
 Robinson, Eva Belle  
 Robbins, Hazel  
 Sewell, Leon McK  
 Smith, Annie Maude  
 Smith, Duffie

**Buncombe**

Anders, Ernest  
 Anders, Pearl  
 Anders, Ruby Lee  
 Biddix, Virginia  
 Boggs, Edith  
 Collins, Andrew  
 Davis, Montie  
 Davis, Etta E.  
 Evans, Robbie  
 Evans, Edith  
 Franklin, Betty Lee  
 Frisbee, Edna  
 Frisbee, Letch  
 Frisbee, Fred  
 Guire, Oscar  
 Hagan, Grace  
 Hamlet, Oscar  
 Hampton, Ethel  
 Hare, Lucy  
 Hensley, Beulah  
 Hinson, Sarah K.  
 Kesterton, Howard  
 Kuykendall, Mary Ella  
 Letterman, Lois  
 Letterman, Neil  
 Letterman, Cornelius  
 Loader, Margaret  
 Masters, L. Ethel  
 McElreath, Ervin P.  
 McMahan, Elsom  
 Morgan, Carrie May  
 Morgan, Ben Ledford  
 Morgan, Gladys  
 Myers, Thomas  
 Ogden, John Belton  
 Phillips, Styles  
 Phillips, Kremer  
 Phillips, Mike  
 Quarles, Vernon  
 Reed, Fred  
 Rhodes, Lillian  
 Rhyder, Mary E.

Rice, Mary L.  
 Rich, Avery  
 Ricks, Charles  
 Riddle, Binnie May  
 Senter, Robert Eugene  
 Senter, George Maxton  
 Sorrells, Carrie M.  
 Spurling, Hortense  
 Stamey, Brownie  
 Turbyfill, Juanita Jane  
 Waldrop, Fred  
 Ward, Fred  
 Watts, Rufus

**Burke**

Austin, Zebulon  
 Austin, Jeanette  
 Austin, Fay  
 Bailey, Durwood  
 Baker, Sadie  
 Berry, Andrew  
 Bradley, English Lee  
 Bradley, Robert  
 Bradley, William  
 Bradley, Sarah  
 Burnett, Mabel  
 Chapman, Barbara  
 Cline, Leroy  
 Cline, Annie May  
 Cowan, Ray  
 Dale, Abbie  
 Dale, Mamie  
 Fleming, Melvin  
 Fleming, Marvin  
 Fox, Harold  
 Gwynn, Charlie  
 Holder, Gertie  
 Houck, Edgar  
 Hudson, Hubert  
 Huffman, James  
 Huffman, John  
 Huffman, Fannie  
 Johnson, Clara Belle  
 Johnson, Nell  
 Leonard, Doris Ruth  
 Leonard, Lonnie Joe  
 Leonard, Patricia Ann  
 Leonard, Richard  
 Lovings, Jay Dee  
 McCall, Priscilla  
 McGalliard, Owens  
 McKesson, Eliza



McMahan, Wavie  
 Mills, Louise  
 Mills, Vernie  
 Mills, Corrie  
 Mitchell, Joseph E.  
 Moses, Mary  
 Moses, Gertrude Floy  
 Morrow, Mearl  
 Mull, Dorothy  
 Mull, Wilson  
 Pearson, Ervin Glenn  
 Piercy, David  
 Powell, Myrtle L.  
 Puett, Charles  
 Recter, Opal  
 Sawyer, Willis  
 Senter, Donald  
 Stamey, Vernie  
 Stevens, Dorothy  
 Stevens, Derotha  
 Stroup, Clyde  
 Suttle, Aurelia  
 Wilson, Carrol  
 Winters, Gaither  
 Whisenant, Cecil  
 Whisenant, Frank  
 Whisenant, Ernest  
 Whisenant, John Adams  
 Whisenant, Jack  
 Whisenant, Harold  
 Williams, Bono

### Cabarrus

Bastion, Thelma  
 Beaver, Everett  
 Benfield, Willie  
 Belgania, Juanita  
 Biggers, Wade  
 Boger, Reece  
 Brigman, Luther  
 Brown, Sallie  
 Caudle, J. W.  
 Carelock, Jeanne  
 Chambers, William  
 Clark, Geraldine  
 Donaldson, Carrie May  
 Dover, Mildred  
 Ferguson, Etta  
 Gordon, Jewell  
 Hartsell, Luther  
 Helms, Everette  
 Hendrix, Verna  
 Herring, Sarah

Honeycutt, Joseph  
 Jordon, Helen  
 Ketner, Ray  
 Lambert, Cassie  
 Lippard, Carrie  
 Little, William  
 Mauny, Ida  
 McCall, Leona May  
 McDonald, Mary A.  
 McLain, Geraldine  
 McLain, Billy  
 McLain, Wallace  
 Morgan, Maggie  
 Morris, Annie  
 Nesbit, Charles  
 Nichols, Howard  
 Pethel, Robert  
 Roberts, Eula M.  
 Robbins, Joan  
 Smith, Dercas M.  
 Smith, Merle D.  
 Stancil, Lewis  
 Tradaway, Susie  
 Turner, Betty  
 Washam, Flossie  
 Winecoff, Edgar  
 Wentzell, James  
 Widenhouse, A. Glenn  
 Yerton, Luther  
 Yerton, Clara  
 Yerton, Violet May

### Caldwell

Barlow, Violet  
 Bowman, Arthur L.  
 Bumgarner, Mary  
 Cherry, Jr., Cecil  
 Cline, Edith  
 Coffey, Ward  
 Davis, Martha Geneva  
 Dula, Mamie  
 Dyson, Zero  
 Dyson, Lindsay  
 Dyson, Marcus  
 Eckard, Davis  
 Eller, Lloyd  
 Green, Louis  
 Hendrix, Bessie  
 Icard, Lonnie  
 Jenkins, Deawy  
 Leonard, David  
 Lloyd, Gilmer Howard

McLean, Janie  
 Moore, Coy  
 Munday, Ray  
 Palmer, Laverne  
 Powell, Cora L.  
 Prestwood, Lillian  
 Sanders, Joe  
 Sherrill, Wilson  
 Sherrill, Frances  
 Sherrill, Betty  
 Sherrill, Pershing  
 Smith, Joseph  
 Smith, Dorothy  
 Triplett, Ross  
 Walker, George  
 Wilson, George

### Camden

Cartwright, Daniel  
 White, Sarah

### Catawba

Abee, Lloyd  
 Abee, Willie A.  
 Abernethy, Percy  
 Abernethy, Grayson  
 Abernethy, Flossie  
 Abernethy, Ocie  
 Bishop, Janie  
 Boston, Oliver  
 Bowman, Nellie  
 Bowman, Richard  
 Bright, Jamie  
 Brown, Samuel  
 Brown, Everett  
 Brown, Cordia  
 Brown, Alfred  
 Brown, Max J.  
 Byers, Roscoe  
 Campbell, Inez  
 Callahan, Bobby  
 Conner, Irma Lee  
 Curtis, Chlee  
 Deal, Ruth  
 Drum, Eva  
 Frye, Samuel  
 Hartzoge, Inona  
 Heath, Billy  
 Heath, Myrtle  
 Hicks, Howard  
 Hicks, Luther  
 Hoke, Hugh

Hollar, Bessie  
 Hosley, Hettie  
 Hesley, Cephus  
 Huffman, Gracie P.  
 Killian, Sadie Pearl  
 Lane, Paul  
 Martin, Georgia  
 Melton, Frank  
 Mills, Cecil  
 Milton, Frank  
 Settlemire, Dorothy  
 Settlemire, Florence  
 Spencer, Herman Lee  
 Starr, Claude  
 Wagner, Lewis  
 Withers, William Ralph  
 Yoder, Oscar E.  
 Yoder, Katherine  
 Yoder, Adolphus

### Caswell

Cobb, Fred Hassie  
 Gatewood, Harry  
 Newman, Walter  
 Newman, Edgar  
 Shelton, Eddie  
 Shelton, Willie  
 Shelton, Emma  
 Stephens, Lula  
 Stephens, Billie Carter

### Carteret

Betts, Wayne  
 Brinson, Cecil Burns  
 Daniels, Ralph  
 Daniels, Betty Jean  
 Daniels, Mildred  
 Guthrie, Aleane  
 Hill, Katie  
 Lewis, Corbett  
 Lewis, Willie  
 Lewis, Lydia  
 Lewis, Lunettie  
 Mason, Ira  
 Mason, Gertrude  
 McCain, Reba  
 Nelson, Marina  
 Smith, Foster  
 Smith, Lucille  
 Watson, Nona  
 Watson, Edna  
 Watson, Rudolph

Willis, Hattie  
 Willis, Louise

### Chatham

Buckner, Lizzie  
 Buckner, Jehnnie  
 Coggins, Eddie  
 Dixon, Lee O.  
 Durham, Grever  
 Durham, Oscar  
 Durham, Mary  
 Durham, Josie  
 Gaines, Molly Margaret  
 King, William  
 Landreth, E. M. Jr.  
 Neal, Hilda  
 O'Kelly, Ida  
 Partin, Addie  
 Partin, Betty  
 Williams, Joe  
 Williams, Mary

### Cherokee

Anderson, Ruby  
 Armes, William  
 Beavers, Glenn  
 Birchfield, Marie  
 Brendle, Harley C.  
 Bryson, Porter  
 Clonts, Hayden  
 Davis, Horner  
 Davis, Harva  
 Dockery, J. B.  
 Huggins, Lida  
 McCandless, William  
 McCandless, Kathleen  
 McClure, Annie B.  
 Murphy, Allen Bruce  
 Phillips, Jack  
 Thomason, Nell

### Chowan

Parker, Kathleen  
 Winslow, Essie

### Clay

Crawford, Alvin  
 Kernea, Fred  
 Wood, Andrew J.

### Cleveland

Allison, Jimmie H.  
 Barrett, Rachel Faye

Biggerstaff, John A.  
 Black, Della  
 Black, Georgia  
 Blanton, Hashell  
 Bowen, J. R.  
 Bridges, Lewis  
 Callahan, James  
 Callahan, Edgar  
 DeVenny, Theron  
 Dixon, Emma  
 Dorsey, Nanny  
 Edwards, Shirley Mae  
 Gladden, Donnie  
 Hames, Ted  
 Hamrick, Thomas  
 Harrill, Jack  
 Hendrick, Boyd  
 Herndon, George  
 Hepe, Zeldia  
 Hope, Buster  
 Jolly, Welley  
 Jones, Charlie  
 McSwain, Carver  
 McSwain, Buford  
 Miller, Hugh  
 Miller, Robert  
 Miller, Andrew  
 Miller, Walter  
 Milligan, Amy P.  
 Nanny, Dorsey  
 Parker, Effie  
 Ray, Alton  
 Revels, Margaret  
 Rich, Bertha  
 Rich, Jennie  
 Richard, Ronald  
 Self, Boyd  
 Self, Charlie Warren  
 Turner, Cecil  
 Whetstone, Lillian  
 Whisenant, Virgie  
 Wood, Andrew  
 Wright, Hoyle  
 Wright, Gertie L.  
 Wright, Hayward  
 Wright, Lorene

### Columbus

Applewhite, Geo W.  
 Best, Ernest  
 Bill, Dora  
 Bowen, Herbert

Britt, Vidalia  
 Burchett, James Edward  
 Coleman, Day  
 Coleman, Frosty  
 Cox, Spencer  
 Cumbee, Bernie  
 Dew, Sims  
 Dew, Cola  
 Dew, Wessell  
 Fowler, John  
 Fowler, Dollie  
 Fowler, Ida  
 Fowler, Homer  
 Gore, Bertha  
 Gore, Rufus  
 Hinson, David  
 Hinson, Evelyn  
 Long, Goley  
 Long, Vance,  
 Miller, Bill  
 Miller, Jack  
 Millinar, Walter  
 Millinar, John  
 Noble, Hanes  
 Pierce, Alice  
 Prince, Retha M.  
 Register, Teberan  
 Register, Minos  
 Sales, Francis  
 Sellers, Burrus  
 Smith, Eunice  
 Soles, Dorus  
 Stanly, Ermine Mary  
 Stevens, Oscar  
 Strickland, Frosty  
 Ward, Ruby  
 Watts, Edder  
 Worley, Walter  
 Worley, Johnson

### Craven

Gautier, Mary  
 Kirkman, William  
 McLawhorn, Ben  
 Slaughter, Buyrl  
 Watson, Dorothy  
 Watson, Marshall

### Cumberland

Bishop, Charles  
 Brigman, Cecil  
 Carter, Mary

Carter, Sewley  
 Carter, Minnie  
 Carden, Grover  
 Canady, Gene  
 Canady, Dovie  
 Creel, Frankie  
 Culbreth, Stephen  
 Culbreth, Julius  
 Edge, Randie  
 Faircloth, Ivey  
 Faircloth, Phoebe  
 Fillyaw, Jessie  
 Fillyaw, Marion C.  
 Godfrey, Seldon  
 Hall, Vicky  
 Howard, Ruth  
 Matthews, Rudell  
 McQuerquodale, Madison  
 Neal, Kathleen  
 Patterson, Sara  
 Patterson, Lena  
 Phipps, Corina  
 Register, Burton  
 Riddle, Flora  
 Robinson, Elsie May  
 Robinson, John Noble  
 Smith, S. Erastus  
 Stein, Sadie  
 Strickland, John Jr.  
 Strickland, Mary  
 Wells, Jesse  
 West, Emma L.

### Currituck

Cartwright, Shelton  
 Gallop, Clara  
 Gallop, Lawrence  
 Waterfield, Richard

### Dare

Austin, Ulysses Crowder  
 Austin, Glenda  
 Murphy, Spencer  
 Scarborough, James  
 Scarborough, Lonnie  
 Scarborough, Mary

### Davidson

Allen, Jo Ann  
 Bean, Hezwkiah  
 Berrier, Daisy  
 Brinkley, Edna  
 Brinkely, Elwood

Brinkley, Wayne  
 Caldwell, Henry A.  
 Davis, Ruby  
 Fritts, Jesse Jones  
 Gallimore, Jessie  
 Gallimore, Elmer  
 Gallimore, Lester  
 Gallimore, Carrie  
 Gallimore, Ray  
 Gallimore, Joyce  
 Hedrick, Hayes  
 Hedrick, Howard  
 Hilton, Eva  
 Hilton, Nona  
 Hilton, Wayne  
 Jones, James  
 Lambeth, John Worth  
 Lecnard, Kenneth  
 Meachum, Joe M.  
 Michael, Evelyn  
 Miller, Mary P.  
 Myers, Mary  
 Phillips, Bain  
 Rule, Vernon  
 Scarlett, Hilliard  
 Seagroves, Edgar  
 Snider, Roy  
 Starnes, George  
 Thomas, Hattie H.  
 Themason, Willie  
 Tise, Andrew C.  
 Varner, Effie

### Davie

Bohannon, Irene  
 Cartner, Roy  
 Call, Vestal  
 Danner, Louise  
 McClamrock, Mary  
 Miller, Edward  
 Myers, John  
 Taylor, Paul Linney

### Duplin

Albertson, Samuel  
 Bartlett, Victoria  
 Bell, Annie  
 Brinson, Verta  
 Clark, Joshua  
 Cox, Dorothy Frances  
 Coley, Earl  
 Davis, Luther Carroll  
 Hall, Corbett



Hall, Benjamin  
 Hatcher, Howard  
 Hatcher, James  
 Houston, James  
 Jones, Frances  
 King, Maggie  
 King, Leonard  
 Kconce, Cecil  
 Maready, Linwood  
 Mashborn, David  
 Millard, McJoel  
 Myers, Sue  
 Parker, Mattie  
 Parker, Andrew J.  
 Parker, Melinda C.  
 Parker, Elina  
 Raynor, Tuth  
 Rouse, Joe  
 Rouse, Lee  
 Summerlin, Walter F.  
 Taylor, Robert S.  
 Watkins, Newton  
 Walters, Rose  
 Whaley, Mary Alice

### Durham

Angier, Seviens P.  
 Ashley, Lucy Pearl  
 Boyd, Daisy  
 Brown, Sallie  
 Campbell, Hettie  
 Carden, Mary  
 Crabbe, Willis G.  
 Dermott, John E.  
 Dickson, Lyon  
 Duncan, Sandy  
 Edmundson, Peggy  
 Fuquay, Ella  
 Gardner, Daisy  
 Gardner, William  
 Glenn, Lizzie  
 Glenn, Norma  
 Greenburg, Fannie  
 Harrell, Earl B.  
 Harwood, Glendora  
 Hopson, Harvey  
 Lindsay, Tommy  
 McCorquodale, Rosa  
 McCorquodale, Ethel  
 McCorquodale, Lillie  
 McFarland, Lindsey  
 Moore, Edward L.

Morrison, Dorothy  
 NeNlson, Emma  
 Nichols, Eugene  
 O'Brien, Peggy Louise  
 Partin, George W.  
 Perkins, Pauline  
 Pickett, William  
 Stroud, Willie  
 Thomas, Hattie May  
 Tilley, Florrie  
 Tillman, Autney  
 Vandergrift, John F.  
 Whaley, Ruby  
 Williford, Ruby  
 Yates, Doris

### Edgecombe

Barnes, Agnes  
 Brake, Cleveland  
 Brown, James  
 Bullock, Robert  
 Cale, Carey  
 Frazier, Billie  
 Goff, Thomas  
 Henning, Lois  
 Herring, Russell  
 Hyman, Alice M.  
 Hyman, Clifton  
 Leonard, Irene  
 McKennzie, Juanita  
 Price, Ethel Lee  
 Robinson, Bascom  
 Turner, Alice Ellen  
 Wamsley, Charles  
 Watson, Virginia  
 Whitley, Thurman  
 Whitley, Isolene  
 Willis, Gelia

### Fairmont

Bullock, Pearl

### Forsyth

Beeson, Elizabeth  
 Binkley, Leroy  
 Campbell, Herbert  
 Coltrane, Pearl  
 Crutchfield, George  
 Crutchfield, John E.  
 Crutchfield, Edgar  
 Crutchfield, Paul B.  
 Crutchfield, Ralph P.

Crater, Earleen  
 Edwards, Wilbur  
 Ferris, Beulah  
 Forest, Gordon  
 Godfrey, Mary  
 Hampton, Maggie  
 Hill, Donald Lee  
 Holt, Rufus  
 Horn, Dorothy  
 Johnson, James  
 Kiger, Hilda  
 Lawrence, Obediah  
 Long, Van  
 Marshall, Margie  
 Marshall, Nonie  
 McGee, Paulette  
 Morgenroth, Fred  
 Norman, Dick  
 Overby, Cecil  
 Peeples, Howard  
 Pike, Mary  
 Pike, Clarence  
 Pike, John D.  
 Powell, Odell  
 Powell, Shuford  
 Reed, Daisy  
 Reeves, Grady  
 Reeves, Helan  
 Sanders, Henry  
 Shore, Herbert  
 Spach, Bertha  
 Tate, Walter  
 Turner, Virginia  
 Tuttle, Elbert  
 Tuttle, Marvin  
 Walker, Maxine  
 Walker, Harry  
 Walker, Nell Hope  
 Warren, Loraine  
 White, Joe  
 White, Mildred  
 White, Sterling  
 Willard, William Rassie  
 Williams, Helen  
 Womack, Elizabeth  
 Womack, Bessie  
 Womack, Nelson  
 Yeung, John W.

### Franklin

Bunn, Rodney T.  
 Bunn, Luther

Evans, Joseph  
Hagwood, Percy  
Harris, Joseph  
Holden, Benjamin  
Leonard, Verna  
Parrish, Cleary D.  
Robertson, James M.  
Sherian, Ernest  
Sherian, Ollie W.  
Sherian, Allen  
Sherian, Eugene  
Tharrington, Gaynelle  
Upchurch, Estelle  
Upchurch, Otis  
West, Nina E.  
Wood, Sallie

### Gates

Crawford, Lucy E.  
Eure, Sarah Emily  
Green, Huel  
Owens, Emmett

### Gaston

Barber, Betty  
Blanton, John  
Braswell, Donald  
Chandler, J. Ervin  
Cline, Billie  
Costner, Tom  
Davis, John  
Dye, Jean  
Earney, William  
Ferguson, Richard  
Herron, Virgil  
Holbrook, John  
Howard, Minor  
Huffsettler, Roberta  
James, Marie  
Lineberger, Carrie  
Moore, Eugene  
Plonk, Beverly  
Plonk, Ellis Craig  
Reagon, Jack  
Saunders, Charlene  
Saunders, Truitt  
Smith, Charles E.  
Smith, Ralph  
Stepps, John  
Stroup, Frank  
Summit, Spurgeon  
Weaver, William

Weaver, John Walden  
Weaver, Ann

### Graham

Cable, Howard  
Collins, Otis  
Dunn, Iva  
Edwards, Harry  
Millsaps, Ruby Jean  
Waldrop, Otis

### Granville

Blackwell, George  
Cash, Bractor  
Chandler, Emma  
Fleming, Nina  
King, W. Spencer  
McFarland, Lillian  
Royster, John  
Speed, Annie  
Wilkerson, Kate  
Wooding, Henry

### Greene

Butts, Marvin  
Carraway, Mildred  
Lang, Nannie  
Shackleford, Richard  
Tyler, Charlie Lee

### Guilford

Albertson, Louise  
Bailey, Bobby Lou  
Binder, John Edwin  
Brown, Robert  
Brown, Ernest  
Brown, Robert Lee  
Calhoun, Bennie  
Calhoun, Charlie  
Calhoun, James  
Carmichael, Alice  
Calhoun, Ollie  
Campbell, Doris  
Capes, Herbert  
Capes, Kermit  
Clark, Oliver  
Cook, Raymond C.  
Cobb, Eulalia  
Cestner, Eli Mofett  
Davis, George  
Douglass, Thomas  
Dykes, Ann

Dykes, Robert W.  
Foust, Allen  
Gibbs, John W.  
Gordon, Ashburn  
Gordon, Charles  
Hall, Donald  
Haithcock, Edgar Lee  
Hanner, Hal C.  
Harper, Conrad  
Hunt, Ruby  
Johnson, Inex  
Kennett, Robert  
Kirkman, Mary J.  
Kirkman, Hazel  
Lambeth, Charles  
Laws, Carol  
Lester, Herman  
Lowery, Willie  
May, Beulah  
Mayhew, Joe Elkins  
McCuiston, Billy  
McLees, Mary  
Minetree, Mary Belle  
Mitchell, Frank Ray  
Moore, Blanche  
Murray, Eugene  
Newman, Emma Virginia  
Pike, Emma  
Pike, Numer Edsil  
Pike, Hazel  
Sharp, Mamie  
Shepherd, Henry  
Smith, Clark  
Stacy, Margaret  
Stewart, Margaret  
Vaughn, James  
Walker, Lillie  
Whitaker, Kenneth  
Wilson, Lamar  
Woodward, Charlie L.  
Wright, Billy Sue

### Halifax

Andleton, Musie  
Aycock, Leonard  
Carlisle, Bessie  
Council, Melvin  
Harlow, Willie  
Hawkins, Gertrude  
Hux, Troy  
Melvin, Louise  
Moore, Richard

Moore, Earl  
 Newson, Rudolph  
 Pepe, Carl  
 Tanner, Shelton  
 Wells, Thomas  
 Wilson, Rollins  
 Whitaker, Horace  
 Wooten, Jessie Mae

### Harnett

Benton, Troy Lee  
 Cobb, Jarvis  
 Cobb, Sandy  
 Cobb, Geraldine  
 Core, Donald  
 Dickens, Julian L.  
 Dickens, Lawrence  
 Ennis, Maude  
 Fowler, Edna  
 Hamilton, Irene  
 Hodges, Mary Anna  
 Hodges, Gladys  
 Horton, Ray  
 Johnson, Douglas  
 Mason, Pennie J.  
 Oliver, Doris  
 Parrish, Tyson  
 Smith, Forest  
 Strickland, Daisy  
 Tickner, Ruth  
 West, Donald Leslie  
 West, Pharby  
 West, Mamie E.  
 Wood, William C.

### Haywood

Arlington, Hartsell  
 Blaylock, Joseph  
 Camp, Everett  
 Davis, Eula  
 Davis, Thurman  
 Dollard, Jimmie  
 Ferguson, Jarvis  
 Greene, Weston  
 Henderson, Robert  
 King, Charles  
 Kirby, Earl  
 Kirby, Ruth  
 Kuykendall, Edgar  
 Leatherwood, Jack  
 Leatherwood, Sarah  
 Mason, Maxine

Mease, Emma Lee  
 Nelson, Ruby  
 Reece, Helen  
 Reece, Iona  
 Reece, Louis  
 Reece, Oliver  
 Reece, Oscar  
 Ricks, Charles  
 Seay, Harmon  
 Taylor, Lorenzo  
 Tittle, Frank  
 Williamson, Edith

### Henderson

Ballard, Pauline  
 Barnett, Sallie  
 Bradley, Betty  
 Brock, Mildred  
 Flasher, Guy  
 Garren, Joanna  
 Guice, James Monroe  
 Helbert, Fern  
 Lance, William J.  
 Lance, Wilma  
 Phillips, William E.  
 Sentell, Carl  
 Sentell, Eugene  
 Shipman, George Edward  
 Stepp, Cora Lee  
 Waldrop, Etham

### Hertford

Black, Vivian  
 Forbes, Luther  
 Holloman, Esther  
 Jones, Lewis  
 Wilder, Cleveland  
 Wilder, Grover

### Hoke

Chambers, Clyde  
 Clark, John Pershing  
 McFayden, Angus  
 Moore, Pender  
 Smith, Lois

### Hyde

Brooks, Golden  
 Harris, Willis  
 O'Neal, Adolphus  
 O'Neal, Millard  
 O'Neal, Mary

### Iredell

Brown, Demmie  
 Christie, William  
 Danner, Maggie  
 Freeze, May  
 Grant, Buey Lee  
 Harris, James D.  
 Holland, Paul C.  
 Jacks, Carl  
 Jenkins, Halcie W.  
 Johnson, Reid  
 Mann, Benny  
 Miller, Edith  
 Morrison, Paul  
 Morrison, George  
 Morrison, Hunter  
 Nicholson, Leslie  
 Ostwalt, Mamie E.  
 Perry, Grace  
 Ramsey, Charles  
 Ramsey, Della  
 Rash, Tyre  
 Steelman, Mamie  
 Stewart, Roy  
 Suther, Eulalia  
 Taylor, Martha  
 Troutman, Eva L.  
 Turner, Douschka

### Jackson

Brown, Augustus  
 Cook, Margaret  
 Cowan, Tretter  
 Crawford, Minnie  
 Hanner, David  
 Morgan, Griffin  
 Morrison, Sallie  
 Paxton, Miriam  
 Pressley, Buford  
 Queen, William A.  
 Queen, Ansel R.  
 Slatten, Ira  
 Slatten, William  
 Smith, Lillian

### Johnston

Barefoot, Aldon  
 Batten, Mary Elizabeth  
 Batten, William  
 Batten, Floyd  
 Braswell, John



Crocker, Richard  
 Davis, Carroll  
 Edwards, Elma  
 Ellis, Virginia  
 Gregory, Hobart  
 Hinnant, Leslie  
 Hodges, Leola May  
 Helmes, Mary Jane  
 Ingram, Ruth  
 Johnson, Hugh  
 Lambert, Alfred  
 Lee, Dorothy  
 Lee, Florence  
 Lucas, James  
 Matthews, Verta  
 Parker, Waddell  
 Peeden, Bertha Jo  
 Raynor, Norma  
 Rhodes, James Wilson  
 Vinsen, John Roland  
 Woodard, Melvin  
 Young, Lottie Ellen  
 Young, John Delma

#### **Jones**

Jones, Ida  
 Jones, Nora  
 Morton, Aileen

#### **Lee**

Buchanan, Lonnie Max  
 Crabtree, Dallas  
 Dowd, Freeman  
 Holder, Doris Dell  
 Lee, Rosalyn  
 Maddox, Velvina  
 Morrison, Madk E.  
 Riddle, James  
 Riddle, Letha E.  
 Riddle, Peggy  
 Thomas, Clyde  
 Thomas, Mary Rose

#### **Lenoir**

Baker, Beaty  
 Brown, Charlie  
 Brown, Thelma  
 Cockerell, Earl  
 Corbett, Melvin Arthur  
 Corbett, Rosa Lee  
 Fordham, Cecil  
 Fordham, Grover

Hardison, Vernon  
 Herbert, Grace  
 Jackson, Nannie E.  
 Johnson, Leslie  
 Kennedy, Linster  
 Kennedy, George  
 Kennedy, Herman  
 Mozingo, Mary  
 Murphy, Ray  
 Pate, Eva  
 Pate, Laura Ellen  
 Russell, Lillian  
 Smith, Mildred  
 Stroud, Nannie E.  
 Stroud, Lottie  
 Taylor, Hazel  
 Taylor, Mark  
 Vick, Lucille  
 West, Julian

#### **Lincoln**

Heafner, Joe  
 Leonard, Carroll L.  
 Little, Elsie  
 Mauny, Mary  
 Mauny, Hannah  
 McAlister, Everette W.  
 Miller, Horace  
 Munday, Annie Fay  
 Munday, Charlie  
 Proctor, Blair  
 Reinhardt,  
 Self, Iola  
 Sigmon, Daisy  
 Sigmon, Calvin Leroy  
 Walker, Julius  
 Whiteside, Virginia  
 Whiteside, Paul  
 Whitner, Louise  
 Withers, Lucy  
 Wooding, Oscar

#### **Macon**

Jones, Willie  
 Jones, Elmer  
 Ledford, Vernon Paul  
 Stockton, Myrtle  
 Williamson, Judson

#### **Madison**

Arrington, Joe  
 Arrington, Nelson

Banks, Mabel  
 Bishop, Faye  
 Brown, Nellie  
 Chandler, Mary Bland  
 Crowder, Cecil  
 Franklin, Harvey  
 King, Corpus  
 King, Raleigh  
 Landers, Benjamin  
 Landers, Olivet  
 Marshbanks, Robert  
 Ramsey, C. P.  
 Ray, Arville  
 Roberts, Eva Nell  
 Sams, Virgie  
 Scales, George  
 Shelton, Oscar  
 Shelton, Thomas  
 Shelton, Covell  
 Shelton, Cora  
 Shelton, Lillie  
 Shelton, Clyde  
 Shelton, Oliver  
 Smith, Paul  
 Stanton, Paul  
 Wallin, Guy

#### **Martin**

Deadman, Lucille  
 Edmundson, Linwood  
 Edmundson, Lucille  
 Edmundson, Jerome  
 Edmundson, Woodrow  
 Everett, Simon D.  
 Hines, Evelyn  
 Holliday, Haywood  
 Jones, Sarah  
 Moore, Louis  
 Moore, Crissie  
 Perry, Edna Earl  
 Roebuck, Shepherd  
 Simpson, Blanche  
 Taylor, Curtis  
 Thomas, Cetil  
 Wobbleton, James  
 Wynn, W. O. Jr.

#### **McDowell**

Belk, Jas. H. Jr.,  
 Bradley, Chas. B.  
 Bradley, Morgan  
 Fortune, Roma

Goforth, Bertha  
Harris, Broughton  
Hunter, Oscar  
Lavendar, Thomas  
McCall, Sarah L. P.  
McCurry, Rebecca  
McCurry, Bettie  
York, Laura

### Mecklenburg

Baker, Bertie  
Beaver, Roscoe  
Bigham, Emma L.  
Bigham, Little  
Briggs, Helen  
Brooks, J. C.  
Broom, Walter Elliott  
Brown, Tom  
Brown, Charles Jr.  
Brown, Franklin  
Brown, Richard  
Burgess, Ramona  
Carper, Mozelle  
Cox, Freddie  
DeVenny, Hugh Edelen  
DeVenny, Robert  
Dorsey, Henry  
Ezell, Ruth  
Falls, Clifton  
Fincher, Mildred  
Foster, Woodrow  
Graham, James  
Graves, Ella  
Griffin, Hugh  
Hedrick, Pauline  
Henderson, Ross  
Herron, Mack  
Ingram, Maud  
Julian, Elizabeth  
Knox, Kathleen  
LeGrand, Maggie  
McCall, Charles  
McCord, William  
Merritt, Ernest  
Mikael, Jewell  
Odell, Charles  
Pace, Mildred  
Phillips, Ada  
Phillips, Vander  
Pierce, Bertha  
Presnell, Jerry  
Privette, Barbara Ann

Readling, Elsie  
Robertson, John R.  
Robinson, Jack  
Routh, Margaret Ann  
Rozzelle, Jefferson  
Rozzelle, Mattie  
Sease, Mary Elizabeth  
Shackleford, Claude  
Shields, Helen  
Smith, Thomas Franklin  
Stevens, Vera Lee  
Stewart, Elizabeth  
Suttle, George William  
Vanderburg, Eloise  
Watts, Lizzie  
Wearn, Maggie  
West, Hunter Robert  
White, Bessie D.  
White, May A.  
Williamson, Joe Reid  
Wilson, George W.  
York, Sammie

### Mitchell

Autrey, John Ralph  
Autrey, Dan  
Bennett, June  
Burleson, Grace  
Campbell, McKinley  
Correll, Rettie  
Dale, Guy  
Edwards, Sinclair  
Franklin, J. Parker  
Garland, William  
Glenn, Mary Ruth  
Green, Nellie  
Greene, Georgia  
Green, Neah W.  
Grindstaff, Thelma  
Haney, Cline  
Jones, Wyatt  
Mace, Fred  
McKinney, James  
Stout, Velna  
Wilcox, Bertie L.

### Montgomery

Britt, Robert  
Davis, Pearl  
Gibson, Barney  
Hight, Brantley  
Lewis, Fred T.

Lowder, Jason  
Luck, Warren  
Luck, Tate  
Needham, Mattie  
Owen, Carson Clio  
Saunders, Dora  
Shoe, Burt  
Stephens, Winfred  
Wade, J. Claude

### Moore

Boyd, Hugh  
Bradshaw, Ruby  
Deaton, Lorene  
Freeman, Avis  
Jones, Aggie  
Lovett, Minnie  
McDonald, Adell  
McKenzie, Lillie  
McKenzie, Pearl  
McKenzie, Daniel  
Monree, Guy  
Pope, John W. E.  
Riddle, J. McGoodwin  
Seawell, Willie  
Sheffield, Catherine  
Sheffield, Barney  
Sheffield, Margaret  
Sheffield, Pearl  
Spivey, Rosa  
Thomas, Lillian

### Nash

Barnes, Moe  
Bunn, Annie Belle  
Carlisle, Lillian  
Collie, Estelle  
Cooper, Mary Magdalene  
Cooper, Rudolph  
Cooper, Thelma  
Cooper, Lois  
Davis, Rochelle  
Davis, Clifford  
Finch, Isabel  
Gupton, Pearl  
Joyner, Selva  
Pridgeon, Otis  
Revis, Nellie  
Rhodes, Elmira  
Stone, Raymond  
Winstead, Nellie  
Womble, Ruth

**New Hanover**

Alderman, W. Linwood  
 Croom, Bessie Lou  
 Dickinson, George  
 Farrow, Nancy L.  
 Fryar, Walter  
 Johnson, Charles T.  
 Justice, Leo  
 Lewis, Mollie  
 Maulsby, Raymond  
 McCarthy, George B.  
 Mintz, Edmond  
 Phipps, Elbert Ray  
 Reaves, Acey  
 Swann, Jimmie  
 Taylor, James  
 Walker, Frances  
 Watson, Lula May  
 Wright, Ernest

**Northampton**

Acree, Rosalee  
 Allen, Sidney  
 Barnes, Matt  
 Bass, Howard Lee  
 Bracy, Walter  
 Bracy, Earl  
 Bridges, Winnie  
 Collier, Bailey  
 DeLoath, John  
 DeLoath, Julia  
 Knight, Jessie N.  
 Lane, James A. Jr.  
 Lassiter, John C.  
 Parker, Quindolyn  
 Stanly, Jack  
 Vick, Ruth

**Onslow**

Brite, William Clifton  
 Farnell, Edward  
 Howard, Carlton  
 Hudson, Estelle  
 Huffman, Eva  
 King, Gideon  
 Millis, Myrtle J.

**Orange**

Honeycutt, Hilda  
 Riggsbee, Alma  
 Stephens, Guy  
 Wilson, W. Anderson  
 Wilson, Nellie

**Pamlico**

Flowers, Zella  
 Gaskins, Lora  
 Gatling, Reginald  
 Gatling, Asa  
 Green, Mandley  
 Harris, David  
 Leary, Nancy  
 Newton, Leather  
 Newton, Elizabeth  
 Yokely, Roy Jr.

**Pasquotank**

Brothers, Stella  
 Hooper, Matt R.  
 Horton, Carneiga  
 Murden, Spruill  
 Plemmens, Lois  
 Scarborough, Elmer

**Pender**

Harper, John  
 Henderson, Asahel  
 Jordon, Ivey  
 Larkins, John  
 Smith, Mamie  
 Smith, Maude

**Person**

Chandler, Ray  
 Chandler, Dewey  
 Clayton, Henry  
 Clayton, Lorese  
 Shotwell, Mary Elizabeth  
 Smith, Robert  
 Van Hook, Bobby  
 Walker, Andrew  
 Walker, Henry B.  
 Wilbourne, Jeanie

**Pitt**

Adams, Lena May  
 Anderson, Willie  
 Anderson, Linda  
 Bowers, Graham  
 Burges, Helen  
 Butts, Charles  
 Calton, James  
 Cuthrell, Sadie  
 Ellis, Melvin  
 Gardner, William C.  
 Gladson, Agnes  
 James, John  
 James, Calton

Jones, Irma May  
 Jeyner, Robert  
 Kennedy, Mary G.  
 Key, June  
 Lockamy, Richard  
 Moore, James R.  
 Morrill, Jenness  
 Morrill, David  
 Parker, Martha Rachel  
 Simons, Edith  
 Smith, Emily  
 Stokes, Bruce  
 Tucker, Winfield  
 Weathington, Walter  
 Whichard, Hattie  
 Whitehurst, Robert  
 Whitehurst, Willie

**Polk**

Edwards, Ella  
 Owens, Estelle  
 Richard, J. T.  
 Swann, Roy  
 Thompson, Virginia

**Randolph**

Bean, Earnell  
 Brown, Mary Ruth  
 Bulla, Nancy  
 Cox, Bessie  
 Cox, Mary Rachel  
 Craven, Rassie  
 Ferree, Nelma  
 Fox, Thomas  
 Hackney, William  
 Hamilton, Vernon  
 Hudson, Elkin  
 Jarrell, Benjamin  
 Jarrell, Henry  
 Johnson, Sarepta  
 Leach, Frank  
 Morley, Thomas  
 Parham, Terry  
 Poole, Millicent E.  
 Poole, Reid  
 Poole, Alfred D.  
 Pugh, Frank  
 Ragan, Myrtle  
 Reams, Asa  
 Shockley, Willie A.  
 Spivey, Rena C.  
 Stuart, Lester  
 Taylor, Robert



**Richmond**

Brown, John L.  
 Clark, Jennie  
 Dixon, L. Bee  
 Gibson, James  
 Jones, Blanche  
 Jones, Jennie  
 McKimmon, Mary M.  
 Wright, Willie

**Robeson**

Bunnell, Mary  
 Bunnell, Nina  
 Canady, George  
 Canady, Carolus  
 Canady, Lettie B.  
 Caulk, Sallie  
 Coley, Emma  
 Cox, George Edward  
 Hammond, Edna  
 Huggins, Daniel  
 Kinlaw, Wallace  
 McCormick, Walter  
 McCormick, Neil  
 McLean, Charles  
 McKenzie, Charles  
 Nunnery, Violet  
 Parker, Adrian  
 Parnell, Nona M.  
 Parnell, Sarah C.  
 Prevatt, Dolah  
 Prevatt, Orpah  
 Pridgeon, Viola  
 Riddle, Edna Ruth  
 Riddle, Lowell  
 West, Morris Trenton  
 Woodell, Robert  
 Woodell, Agnora  
 Woodell, Nora

**Rockingham**

Blackwell, Annie F.  
 Blackwell, Evelyn  
 Blackwell, Gladys  
 Blackwell, Bernice  
 Brann, Carrie  
 Carroll, Leander  
 Dabbs, Laura  
 Dabbs, O'Neal  
 Eaton, Lewis  
 Farrow, Dewey  
 Grogan, Bessie  
 Hege, Helen

Howell, Edward  
 Johnston, Faye  
 Knight, Mary Lee  
 Martin, John Ray  
 Merritt, Juanita  
 Mills, Julius  
 Odell, Floyd  
 Pruitt, Calvin C.  
 Roberts, Elizabeth  
 Tilley, Kate  
 Tilley, Ola  
 Tilley, Carl  
 Tilley, Frank  
 Tinnin, William  
 York, Willie

**Rowan**

Bailey, George  
 Beaver, Carrie  
 Blackwell, Annie  
 Childers, Walter  
 Cooley, Nelson  
 Cruse, Daniel  
 Deadman, Blanche  
 Falls, Dorothy  
 Gobble, Warren  
 Gobble, Gaither  
 Grubb, Alfaretta  
 Honeycutt, David  
 Huffman, Laura  
 Humphreys, Gertrude  
 Hussey, Pauline  
 Ketner, Edith  
 Ketner, Frank  
 Ketner, Clarence  
 Kyles, James  
 Lazenby, Avery  
 Lazenby, Hugh  
 Lentz, Gilmer Lee  
 McLaughlin, John  
 Misamor, Melvin M.  
 Morris, Maude  
 Patterson, Jessie  
 Peeler, Mary Betty  
 Rogers, Effie  
 Rufty, Bert Dee  
 Scercy, Barbara Ann  
 Shephard, Mack  
 Small, Ruth  
 Stoner, Ruth  
 Trexler, Adolphus S.  
 Whirlow, Robert C.

**Rutherford**

Baynard, Ada  
 Biggerstaff, Alvin  
 Biggerstaff, Kelly  
 Biggerstaff, Robert  
 Brady, Etta  
 Carter, Maydie May  
 Cooper, Arnold B.  
 Dixon, James  
 Downey, Oliver J.  
 Downey, Ola J.  
 Eubanks, Golden  
 Hamrick, Maynard  
 Hardin, Alice  
 Harris, Garland  
 Hudgins, Charlie O.  
 Lookadoo, Lorne  
 Millard, Mack  
 Moore, Nathan  
 Poole, Lynda  
 Putnam, Mallory W.  
 Stainback, Charles E.  
 Williams, Starr  
 Withrow, Frances

**Sampson**

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 Bishop, Herbert  
 Butler, Ward Beecher  
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 Crumpler, Billy  
 Faircloth, Romulus  
 Fann, Naola  
 Hales, Marshall  
 Highsmith, David  
 Honeycutt, Estella  
 Johnson, Lucy Gray  
 Mashborn, Marvin  
 McLamb, Ethel  
 Pope, Sam  
 Radford, Christine  
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 Simmons, Stella  
 Simmons, R. Mary  
 Simmons, Bessie  
 Simmons, Elma Gray  
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 Smith, Wiley  
 Williams, William Stuart  
 Williams, Ulmont  
 Williams, J. Stuart

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Brown, Landy  
Brown, John W.  
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Langley, Lonnie  
Laviner, William

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Furr, Eldridge  
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Shoe, Delphia  
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Ward, James  
Whitley, Alma

**Stokes**

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Cain, Miller  
Cain, Robert  
Cain, William  
Eaton, Ella  
Eaton, John  
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Nelson, Angela  
Smith, Frances E.  
Smith, Vernon

Southern, Catherine  
Turner, Celia  
Tyson, Charles  
Watson, Mildred  
Willard, Bessie  
Wright, John Henry

**Surry**

Burton, Cassie M.  
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Cook, Daisy Ann  
Cook, Ella  
Cook, Emma  
Cook, Tony  
Cook, William L.  
Cook, Louetta  
Cook, Leonard  
Cook, Seldon  
Crissman, Richard  
Doss, Nezie  
Flincham, Edith Marie  
Flynn, Jacob  
Flynn, Joyce  
Fowler, Ora  
Gentry, McCree  
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Jarvis, Lydia M.  
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Jones, George A.  
Marshall, Anne  
Mooney, Raleigh  
Moore, Catherine  
Park, Sarah  
Pruitt, Robert C.  
Reich, Ralph  
Scott, John  
Scott, Jack  
Settle, Ardie  
Shook, Ruth  
Simpson, Grace  
Stone, John  
Ticle, James  
Willard, Thelma  
Welfe, Viola

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**Transylvania**

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Thomas, Carrie  
Williams, Chloe

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Gill, Minnie  
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Sox, Cecil  
Sox, Landy  
Turner, Bettie D.

### Wake

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Bullman, Ayecal  
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Celey, Mildred  
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McGhee, J. Sidney  
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Poole, Virginia  
Poole, Mary  
Powell, Edrith  
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Senter, Wray  
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Oliver, Smithie  
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Sasser, Alfred  
Smith, Dennie  
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Spivey, William  
Spivey, Bessie L.  
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Summerlin, Etta Louise  
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Taylor, Arthur  
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Whitley, Mary Rose  
Williams, Mildred V.



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 Winstead, Gerald  
 Winstead, Rudolph  
 Woodard, William

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 Hudson, Clarence  
 Hudson, Henry  
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 Scott, Gracie  
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 Shelton, Glenn  
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Sizemore, Dewey  
 Tucker, Harrison  
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 Vestal, James M.  
 Wishon, Wallace

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 Hampton, Wade  
 Hampton, Woodford  
 Hampton, Craig  
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 Ledford, Ward  
 McCurry, Lola  
 Miller, Dan  
 Passens, Grace  
 Penland, Everette  
 Peterson, Rassie  
 Ray, Rosaetta  
 Ray, Lucy  
 Riddle, Lewis  
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